DOCUMENT RESUME

ED 133 600　　08　　CE 009 716

AUTHOR	Paulsen, Russell
TITLE	Career Education for Persons in Rural Areas--Primary Focus on Adults 16 and Over. Final Report.
INSTITUTION	North Central Technical Inst., Wausau, Wis.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
REPORT NO	VT-103-550
BUREAU NO	502A550013
PUB DATE	Aug 76
GRANT	OEG-0-73-5292
NOTE	518p.; Several pages may not reproduce well due to faint, broken type. For related documents see ED 115 963-964 and CE 008 029
EDRS PRICE	MF-$1.00 HC-$27.45 Plus Postage.
DESCRIPTORS	*Adult Education; *Career Education; Developmental Programs; Inservice Teacher Education; Instructional Materials; Program Descriptions; *Program Development; Program Evaluation; Questionnaires; *Rural Areas; Summative Evaluation; *Vocational Development; Workshops
IDENTIFIERS	Wisconsin

ABSTRACT

Based on stated 3-year (1973-1976) project goals, career education activities were provided to the identified adult population (unemployed, underemployed, mid-career, high school dropouts, parents, and women) in rural areas of the North Central Vocational, Technical, and Adult Education District of Wisconsin. Project activities included classes, group sessions, counseling, career materials displays, tours, testing, and informational meetings. In addition, a materials resource center was developed, an inservice program was conducted, and dissemination and public relations activities were carried out. A third party evaluation was made of a selected school population in grades 3, 6, 9, and 12 and a variety of assessment instruments and survey forms were administered to the different participant groups. Some concluding results were these: Many project activities were found helpful; inservice programs assisted schools to expand career education; group meetings, workshops, and credit classes were the most successful inservice methods; and the last year brought some success in reaching disadvantaged groups. A major portion of the report (402 pages) consists of appended material, including public relations and dissemination records and samples, samples of inservice programs, sample adult career education programs, lists of career education materials, evaluation instruments, and the third party report. (NJ)

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FINAL REPORT

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Project No. 502A550013
Grant No. OEG-0-73-5292

Career Education for Persons in Rural Areas--Primary Focus on Adults 16 and Over

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Office of Education, U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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August 1976

VT 103 550

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TABLE OF CONTENTS

Page

LIST OF TABLES ii

LIST OF APPENDICES iii

SUMMARY OF THE REPORT 1

Time Period 1

Goals and Objectives of the Project 1

Cluster of School Concept 1

Results, Accomplishments 2

Evaluation 3

Conclusions and Recommendations 4

BODY OF THE REPORT 5

Problem Area Toward Which the Project was Directed 5

Goals and Objectives of the Project 5

Description of the General Project Design and the Procedures Followed 8

Results and Accomplishments 20

Evaluation of the Project 42

Conclusions, Implications and Recommendation for the Future 42

APPENDICES

LIST OF TABLES

Page

I. Map of Wisconsin Vocational, Technical and Adult Education Districts 9

II. Cluster of Schools Concept 10

III. Map of North Central VTAE District 11

IV. Map of District Pilot Schools 13

V. Contact School Meetings for 1975-76 with Wittenberg, Bowler, White Lake, Antigo, Rosholt & Tigerton 14

VI. Contact School Meetings for 1975-76 with Park Falls, Phillips and Prentice 15

VII. Contact School Meetings for 1975-76 with Athens, Abbotsford, Medford & Rib Lake 16

VIII. Contact School Meetings for 1975-76 with Marathon, Mosinee, and Schofield 17

LIST OF APPENDICES

A. Public Relations and Dissemination Tables and Samples

B. Samples of In-service and Training Programs

C. Sample Adult Career Education Programs

D. Career Education Materials

E. Career Education Advisory Committee and Consortium

F. Instruments for Evaluation and Needs Assessment and Third Party Evaluation Report

G. Goals and Objectives

H. Fourth Quarter 1976 Activities

V. SUMMARY OF THE REPORT

(a) Time period - July 1, 1973 - June 30, 1976.

(b) Goals and objectives of the project.

1. To provide adult education activities to persons over 16 years of age, to those in school and out of school, and to those employed and unemployed.
2. To develop in-service activities for public school faculty to aid in implementing career education concepts into public school curriculum.
3. To develop a resource center of career education materials.
4. To improve articulation efforts between NCTI and the public schools in the district.

In addition to the above stated goals and objectives, more specific goals and objectives were determined by the career education staff for the years of 1974-75 and 1975-76. (See Appendix G)

(c) A "cluster of school concept" was developed as an operational procedure to effectively serve this large geographic district. Each career education consultant was assigned a number of schools by geographic location. The consultant was to work as the liaison person for all career education programs, as well as the career education activities for adults.

In each participating school, the contact person was the key to implementing in-service faculty programs. Persons designated were Local Vocational Education Coordinators (LVEC), Guidance Directors/Counselors, Principals and Teachers. In many instances, this same person was also a part-time employee of NCTI, assuming the position of Adult Center Supervisor. Where a person assumed both roles, coordination efforts between in-service activities and adult counseling activities were enhanced. In several schools, the LVEC was employed by a CESA and this provided the same contact for a career education consultant in several schools. This approach was very beneficial in terms of implementation efforts.

Flexibility was given so that each career education consultant could design activities to meet the specific needs of the adults in each community, as well as the public school faculty. This concept, along with the distance factor, required the career education consultants to be knowledgeable in all phases of the project and to develop a variety of approaches. Consultants cooperated with each other in planning activities when possible and worked as a total team on major project activities. To facilitate the team approach "the team week" was successfully implemented. Staff meetings were held to help plan and develop cooperative projects and activities.

During the final year of the project, goals and objectives were reviewed. To make more efficient use of consultant time, two consultants were given responsibility for career education in the school districts while the other two consultants were responsible for adult counseling. The team approach was still used when feasible.

(d) Results, Accomplishments

A variety of activities was offered to the identified adult population (unemployed, under-employed, mid-career, high school dropouts, parents, and women). These programs included classes, small group sessions, individual counseling, career material displays, tours, GED testing, and large group informational meetings. (See Appendix C)

Informational talks were given to service organizations (Kiwanis, Lions, etc.) in the district to gain their support. (See Appendix A)

Efforts were made to establish a liaison with community social service agencies as CAP, Job Service Office, Marathon County Health Care Center, Social Services, Division of Vocational Rehabilitation, and the Marathon County Women's Center. Through the resulting cooperation, the career education staff was asked to present programs to the workers or their clients. Referrals of individuals needing counseling were also made to the career consultants. (See Appendix C)

The career education staff was involved with activities at North Central Technical Institute with the adult basic education, developmental, academic, special education and business departments through class sessions, individual counseling, demonstrations of materials, loan of materials, individual student career counseling, and articulation.

Over 350 youth, the career education staff, and members of the faculty at North Central Technical Institute were involved in three summer Career Exploration Workshops for Youth Work Experience youngsters. Eighteen adults participated in two adult career exploration workshops. (See Appendix C)

The advisory committee, which met all three years, assisted the staff with ideas and publicity. (See Appendix E)

The materials resource center was developed, a simple classification system was devised, and a revised bibliography was prepared. (See Appendix D) These career education materials were disseminated on a loan basis to school district personnel and other individuals. (See Table in Appendix D) The commercial materials and guides from other school districts were displayed and demonstrated at in-service meetings. In addition, many free career materials were made available to teachers, students, and adults.

In-service was conducted for personnel of all project schools. This was accomplished by individual meetings, small group meetings (grade level, department, etc.) entire staff meetings, committee meetings, workshops and classes. Contacts were made regularly with the school administrators and the designated career education contact person. (See Appendix B) As a result of the various in-service meetings, many instructional materials were developed. (See Appendix D)

During the third year, pilot schools were given more comprehensive treatment using the same techniques. (See Appendices B & D)

Several articulation meetings were held at North Central Technical Institute. Articulation was also the subject of contact meetings. (See Appendix B)

Career Education staff members attended many meetings and conferences for professional growth. Thus, they expanded their expertise and improved programs presented.

Due to expanded public relations efforts, such as the career education newsletter, newspaper, radio, and television coverage, the public became more aware of career education. (See Appendix A)

An evaluation plan was devised and evaluation was completed with the third party evaluators. (See Appendix F for Third Party Evaluation Report)

Several contacts and visits were arranged with representatives from the U. S. Office of Education and the Wisconsin VTAE Board and the Department of Public Instruction. This kept the career education staff well informed on national and state developments, so they could pass the information to participants in the local area.

(e) Evaluation

A team of third party evaluators was contracted from the Center for Vocational Studies at the University of Wisconsin-Madison. Evaluation visits were conducted many times during the project. A plan of evaluation was established based on the national evaluation plan prepared in 1974. Instruments were administered to a selected school population in grades 3, 6, 9, and 12. Results were tabulated and sent to the public schools.

A reaction form was used to evaluate sessions with adults, students, and teachers. Other instruments which were devised by the project staff were the Counseling Check-list, Evaluation of Career Education Materials, Community Services in Career Education, Reaction Form, Potential Services in Career Education, Evaluation of Slide Presentations, Career Interest Survey, Career Education Opinionnaire, Evaluation of Medford Area Resource Guide, and Rathus Assertiveness Scale. (See Appendix F)

Survey forms on career activities and materials were issued to selected teachers to define types of activities and materials which were most used and effective. The "Counseling Survey" was sent to adults who had received career counseling. (See Appendix F for Third Party Evaluation Report for results.)

(f) Conclusions and Recommendations

Many of the activities which were implemented during the project have been helpful to individuals in career development as evidenced by written and oral remarks. The in-service programs assisted the school staffs in enlarging their career education programs. (See Appendix B)

As indicated by teacher interest, follow-up, and evaluation, the most successful in-service methods used by project staff were group in-service meetings, workshops, and credit classes. However, it was found that individual follow-up was necessary to maintain interest and enthusiasm. (See Appendix B) Administrators' workshops were a useful vehicle in acquiring administrative support in the school districts.

Disadvantaged adults were difficult to reach at the beginning of the project. Through extensive publicity and working with captive groups such as the Tuesday Morning Mothers Club, NCTI Adult Basic Education classes, English as a Second Language classes, and adult career exploration workshop groups, the last year was more successful in reaching this group of individuals. (See Appendix C)

The NCTI Career Education News was successful in reaching a variety of persons interested in career education. (See Appendix A)

VI. BODY OF THE REPORT

(a) Problem area toward which the project was directed.

The primary purpose of this project was to provide career education activities to the adult population of the district, (including youth 16 years and older) in school and out of school, with particular emphasis on meeting the needs of the small rural areas.

This project was focused on serving the career education needs of adults who were unemployed, those adults who are presently employed (including parents of youth in school) and those students in their last two years of high school who could benefit from the broad spectrum of career education activities. In addition, this project facilitated the implementation of the career education concept in grades K-12 in the participating public schools, Cooperative Education Service Agencies, Department of Public Instruction, and the Wisconsin Board of Vocational, Technical and Adult Education.

Project activities were designed to provide career education activities to rural areas in north central Wisconsin, with a high proportion of individuals with family incomes below $7500.

Special emphasis in this project focused on those out of school persons in need of entry jobs or those in need of job up-grading or re-training. Programs incorporating the career education concepts of self-awareness, career awareness, career exploration and career development were expanded.

Activities were designed to provide career education information to the parents of the high school age youth, on the assumption that the parents have a greater influence over their children on future career choices than do teachers or counselors, and that career information given to parents will serve two purposes: 1) to help the parents in the guidance of their children and 2) to help the parents in the pursuit of their own career goals.

(b) Goals and Objectives of the Project

The following objectives were established in the original proposal as they related to the policy statements contained in policy paper AVTAE-V72-10. More specific and modified goals for 1974-76 can be seen in Appendix G.

Policy Statement #1

Programs designed to increase the self awareness of each student, to develop in each student favorable attitudes about the personal, social and economic significance of work, and to assist each student in developing and practicing appropriate career decision making skills.

Objectives

1. To increase career education activities to those 16 years old and older, for those persons -

   a. presently in high school, public and private

   b. presently unemployed

   c. presently employed

   to enable them to obtain employment; advance in their present employment; transfer to more appropriate alternatives by helping them become aware of their abilities; provide career awareness experiences; career exploration activities; career preparation programs.

2. To develop career awareness materials. Emphasis to be placed on "mini-course" development concept, and transportability feature for dissemination, particularly as they relate to broadcast educational television.

Policy Statement #II

Programs at the elementary school level are designed to increase the career awareness of students in terms of the broad range of options open to them in the world of work.

Objective

3. To expand career awareness programs at the K-6 grade level.

Policy Statement #III

Programs at the junior high or middle school level designed to provide career orientation and meaningful exploratory experiences for students.

Objective

4. To expand career awareness of the world of work to junior high or middle school.

Policy Statement #IV

Programs at grade levels 10 through 14 are designed to provide job preparation in a wide variety of occupational areas, with special emphasis on the utilization of work experience and cooperative education opportunities for all students.

Objectives

5. To expand career education activities to small rural high schools where a high percentage of the student body are from disadvantaged, low income families.

6. To provide career awareness programs for the parents of high school seniors who in the fall semester are undecided as to immediate career objectives. (Approximately 15%)

7. To provide summer career exploration activities to those youth presently 16 years old or over, who are in high school and/or work experience programs.

8. To provide counseling services and career information for the mature women who wished to re-enter the labor market.

9. To expand career awareness, career exploration and career preparation activities to Vietnam veterans.

10. To expand the articulation of curriculum development in career preparation as depicted in the career education model between high school vocational programs and post-secondary vocational-technical education programs in at least 4 programs the first year.

11. To expand career awareness and career counseling services to those persons 16 years old and older who are:

    a. in high school

    b. post-secondary vocational preparatory programs

    c. to at least 10% of those programs presently unemployed who are registered with the Wausau office of the Wisconsin State Job Service.

    d. to at least 2000 adults presently employed

    e. to women who desire to prepare to re-enter the labor market

    f. to American Indians

    g. to rural disadvantaged whites

12. To identify and disseminate employment opening information within the district, and where feasible, within the state.

13. To provide information on post-secondary vocational, technical program openings to high schools within the district.

14. To expand part-time career preparation opportunities for those persons over 16 years of age by four new courses per year (2 per semester) to serve approximately 50-60 persons.

(c) Description of the general project design and the procedures followed.

The North Central VTAE District covers parts of ten counties in the north central portion of Wisconsin (see Table I). The comprehensive campus for the district is located in Wausau, with a branch campus located 35 miles to the northwest at Antigo.

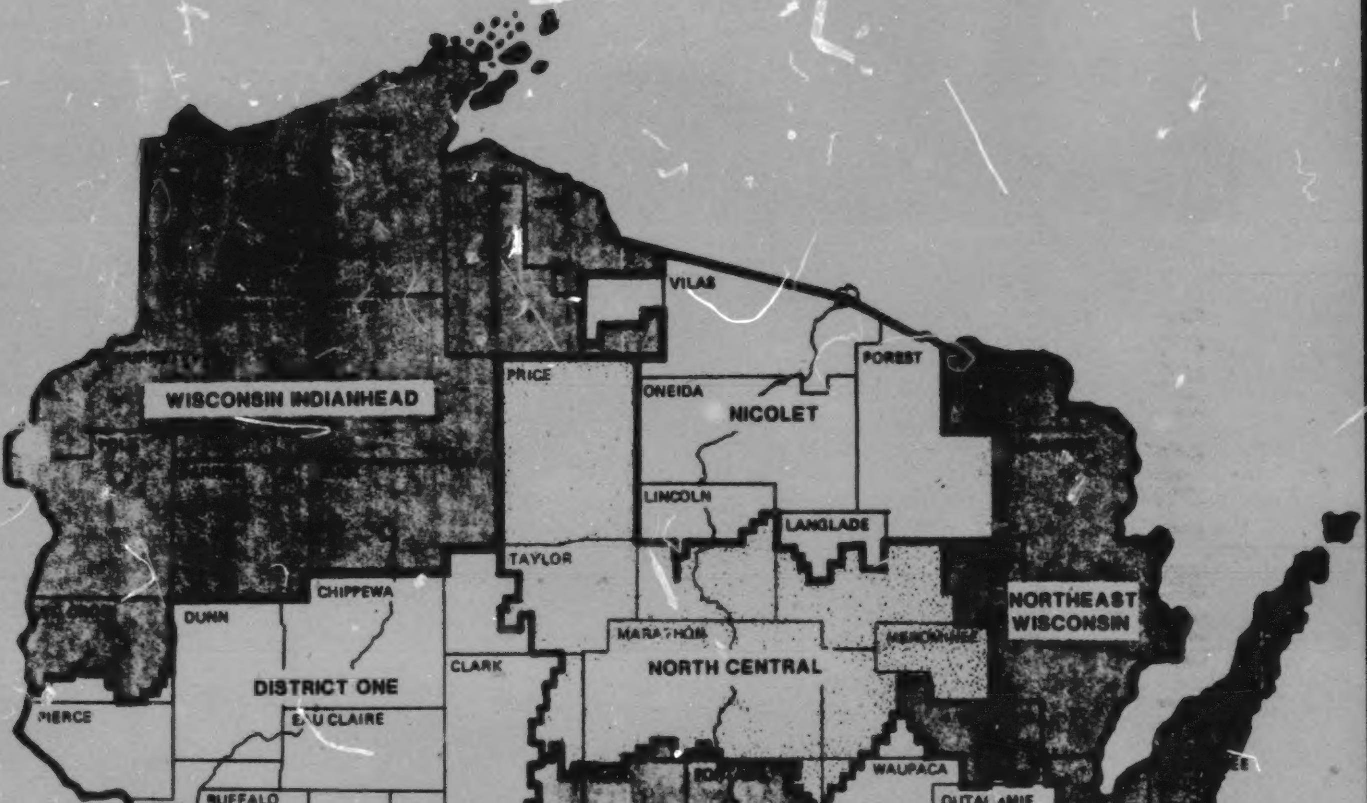
During the first and second years, a "cluster of school concept" (See Table II) was developed as an operational procedure to effectively serve this large geographic district. Each career education consultant was assigned a number of schools by geographic location, to work with as the liaison person for all career education activities, those for public school in-service programs as well as the career education activities for adults. (See Table III)

During the first year, it was felt that locating career education consultants in three communities throughout the district would eliminate some travel, but more importantly would enable the career education consultants to become involved with community activities. One career education consultant was assigned to the Antigo campus to serve the northeast part of the district. This person assumed some counseling activities for the full time programs in Antigo, as previously regular counseling services were not available. Office space was donated in Medford by the University of Wisconsin for a career education consultant who worked in the northwest portion of the district. Two career education consultants offices were located at NCTI's Wausau campus where the Project Director was located. One career education consultant worked with the Wausau Public Schools and the Wausau area adults and agencies, and the other consultant worked with schools in Marathon County.

In the second year of operation, the career education consultant in Medford moved to the Wausau campus to facilitate a more cohesive team approach. An associate project director was hired at the beginning of the year to be directly responsible for the functioning of the project.

TABLE I

WISCONSIN VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICTS


WISCONSIN INDIANHEAD
VILAS
PRICE
ONEIDA
NICOLET
FOREST
LINCOLN
LANGLADE
TAYLOR
CHIPPEWA
DUNN
NORTHEAST WISCONSIN
MARATHON
MENOMINEE
NORTH CENTRAL
CLARK
DISTRICT ONE
PIERCE
EAU CLAIRE
WAUPACA
OUTAGAMIE
PEPIN
BUFFALO
MID-STATE
FOX VALLEY
JACKSON
TREMPEALEAU
JUNEAU
WAUSHARA
WINNEBAGO
CALUMET
MANITOWOC
MONROE
LA CROSSE
LAKESHORE
WESTERN WISCONSIN
MARQUETTE
MORAINE PARK
SHEBOYGAN
VERNON
SAUK
COLUMBIA
OZAUKEE
MILWAUKEE AREA
DANE
MADISON AREA
WAUKESHA
SOUTHWEST WISCONSIN
JEFFERSON
MILWAUKEE
WAUKESHA CO.
GREEN
ROCK
LA FAYE
BLACKHAWK
GATEWAY

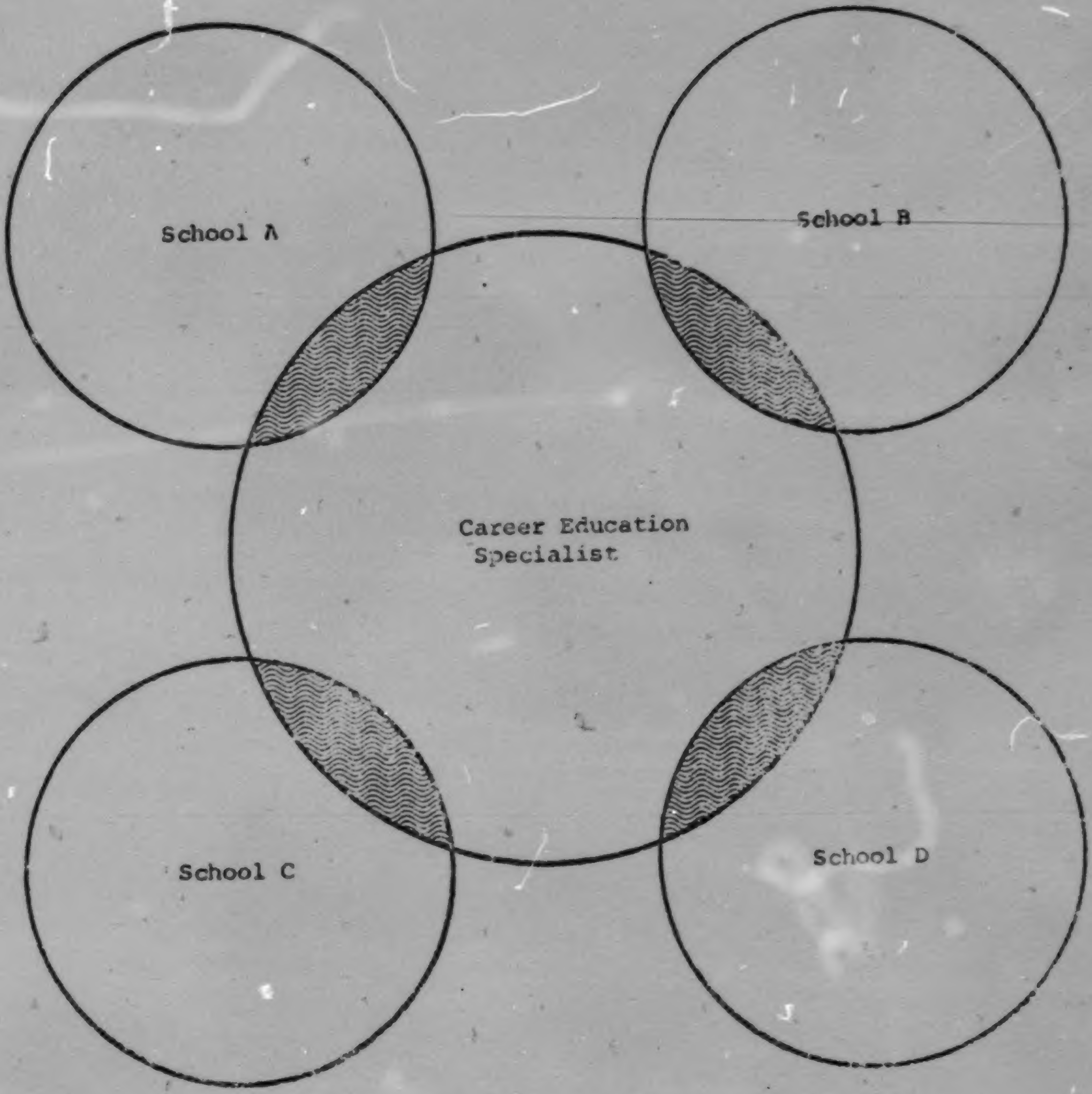
Approved for Operation July 1, 1972

TABLE II

CAREER EDUCATION

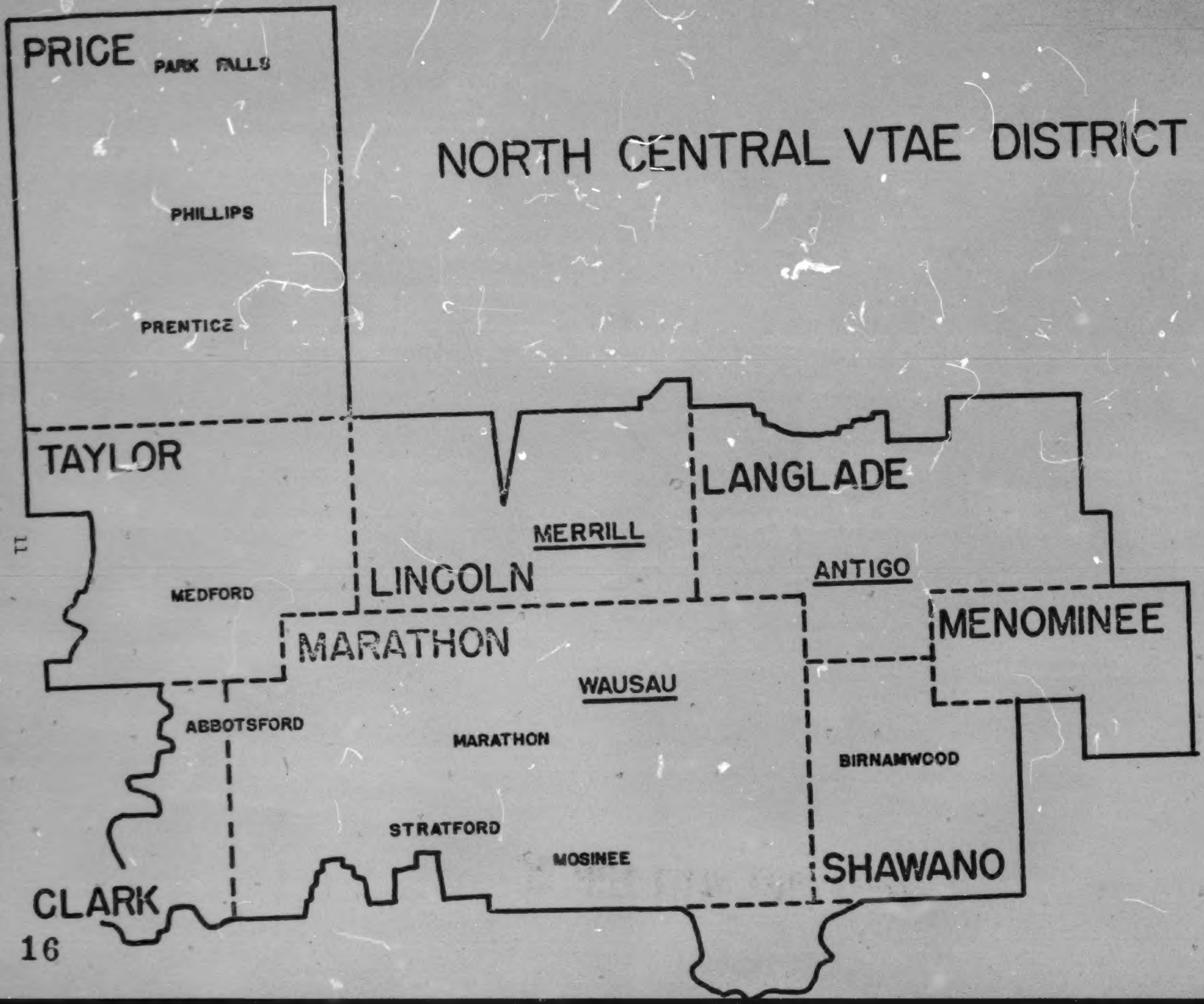
CESA Representatives
High School Counselors
LVEC
School Administrators

▨ Adult Center Supervisor


School A
School B
Career Education
Specialist
School C
School D

Cluster of Schools Concept
To be Served by Career Education Consultants

TABLE III


NORTH CENTRAL VTAE DISTRICT
PRICE
PARK FALLS
PHILLIPS
PRENTICE
TAYLOR
MEDFORD
LINCOLN
MERRILL
LANGLADE
ANTIGO
MENOMINEE
MARATHON
WAUSAU
ABBOTSFORD
MARATHON
STRATFORD
MOSINEE
BIRNAMWOOD
SHAWANO
CLARK

The associate project director and three consultants administered services to the eighteen school districts and communities involved in the project. Consultants still had prime responsibility for assigned school districts. However, with the team approach which was used, several members of the staff presented in-service or career development programs to teachers, students, and/or adults upon request.

During the third year, two consultants were assigned coordination of public school activities as their major responsibility. The remaining two consultants assumed responsibility for the adult career programs. A team approach was used for large group adult and teacher in-service meetings with weekly staff meetings used to keep consultants current.

A new approach was used with the public schools. Four pilot schools received more intensive treatment during the third year of the project. The remaining sixteen school districts were treated as contact schools. (See Tables IV thru VIII) Career education coordination was accomplished with this group through a monthly meeting in a central location with appointed representatives from each school cluster of three or four school districts. At the start of the project, the Superintendent of each public school was invited to an informational meeting where the project goals and objectives were discussed. They were asked to participate and if they were interested, to reply by designating a contact person in their respective schools. Eighteen of the twenty-six schools indicated an interest in participating. One school withdrew and an additional school was added as the year progressed.

At the beginning of the second year, superintendents were contacted through a letter, a survey, and a personal visit to determine services that would be beneficial to their public school district. Later in the year administrators were offered programs through the "team" approach. (See Appendix B)

In the fall of the third year, the associate project director and consultants made initial contact visits to administrators in each of the project schools. Administrators were asked to send a contact person to a monthly meeting and/or to become involved as a pilot school.

In each school participating in the project, the contact person was the key to implementing in-service faculty programs. Persons designated were Local Vocational Education Coordinators (LVEC) Guidance Directors/Counselors, Principals and Teachers. In many instances, this same person was also a part-time employee of NCTI, assuming the position of Adult Center Supervisor. Where a person assumed both roles, coordination efforts between in-service activities and adult counseling activities were enhanced. In several schools, the LVEC was employed by a CESA and this provided the same contact for a career education consultant in several schools. This approach was very helpful in all implementation efforts.

TABLE IV

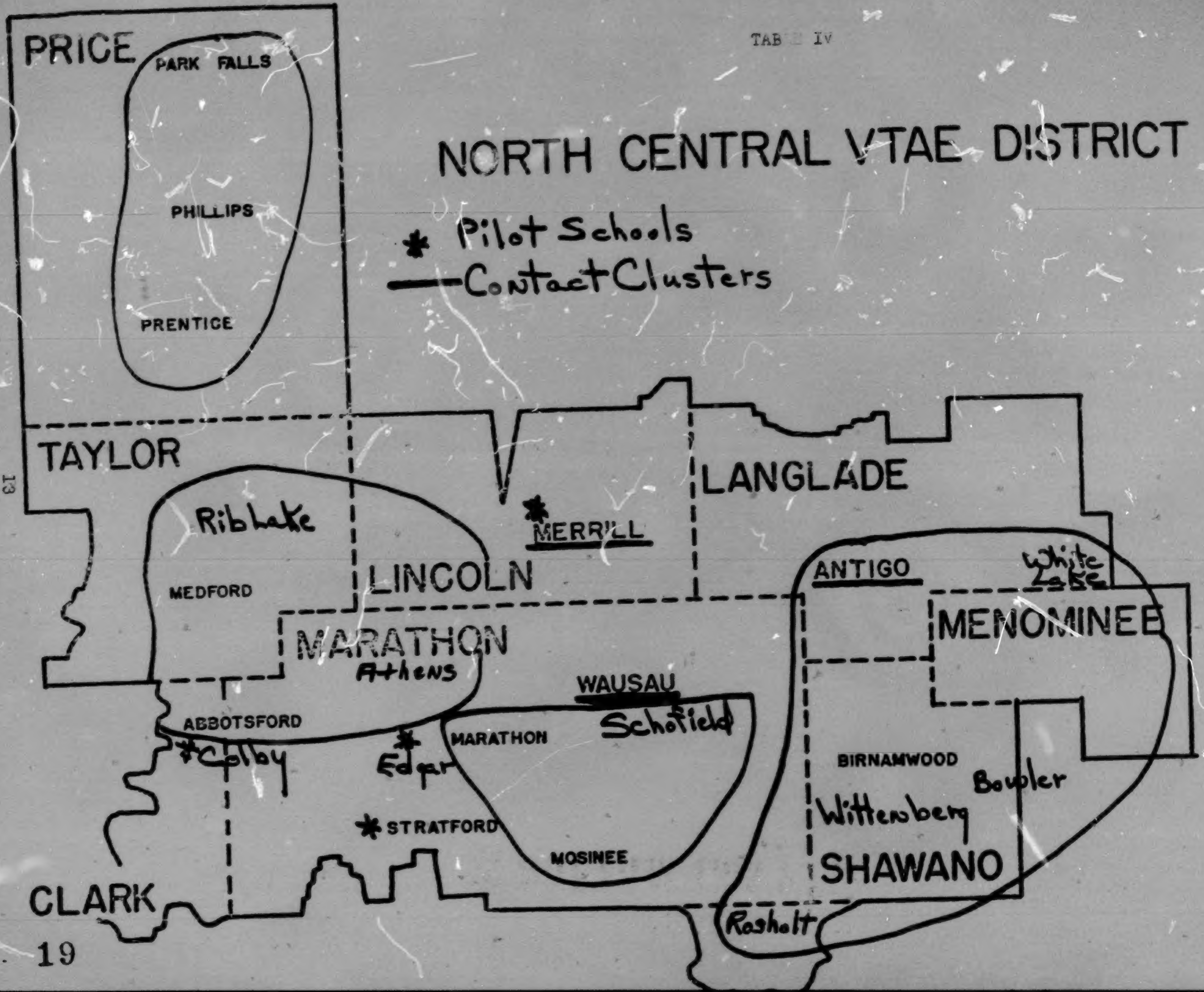

NORTH CENTRAL VTAE DISTRICT
* Pilot Schools
Contact Clusters
PRICE
PARK FALLS
PHILLIPS
PRENTICE
TAYLOR
Rib Lake
MEDFORD
LINCOLN
*MERRILL
LANGLADE
ANTIGO
White Lake
MENOMINEE
MARATHON
Athens
WAUSAU
Schofield
ABBOTSFORD
*Colby
*Edgar
MARATHON
*STRATFORD
MOSINEE
BIRNAMWOOD
Bowler
Wittenberg
SHAWANO
Rosholt
CLARK

TABLE V

CONTACT SCHOOL MEETINGS FOR 1975-76 WITH WITTENBERG, BOWLER, WHITE LAKE, ANTIGO, ROSHOLT & TIGERTON

Time	Date	Subject of Meeting	Present
2:00	10-9-75	Distribution of senior surveys, discussion of bibliography, handouts, procedures, services, goals and objectives and monthly meetings.	11
2:00	11-13-75	Discussion of UW-Stout, articulation, administrative workshop and future meetings, materials display.	11
2:00	1-21-76	Discussion of effective tactics for implementation of elementary career education.	7
2:00	2-19-76	Articulation, to promote and familiarize the contact people with the placement operation at NCTI, James Vilendrer, NCTI Placement Supervisor.	10
2:00	3-18-76	Discussion of values clarification use in the classroom and demonstration of same.	8
2:00	4-22-76	Discussion of senior survey results from entire district. Discussion on date of luncheon meeting in May and use of materials for the rest of the school term.	7
12:30	5-13-76	Luncheon meeting, update on career education in contact schools and pilot schools. Discussion of future of career education within district. Discussion of use of materials to district schools next year.	2

Meetings were held at Wittenberg High School

TABLE VI

CONTACT SCHOOL MEETINGS FOR 1975-76 WITH PARK FALLS, PHILLIPS AND PRENTICE

Time	Date	Subject of Meeting	Present
2:00	10-8-75	Distribution of senior surveys. Discussion of bibliography, handouts, procedures, services, goals and objectives and monthly meetings.	7
2:00	11-5-75	Discussion of UW-Stout class, articulation, administrative workshop and future meetings. Materials display.	7
1:00	12-75	The meetings this month were individual and the topics discussed were based on the problems or good fortune each of the school districts had at the present time or the foreseeable future implementing career education within.	
1:00	1-13-76	Articulation, to promote and familiarize the contact people and guests with the placement operation at NCTI, James Vilendrer, NCTI Placement Supervisor.	6
1:00	2-12-76	Articulation, to provide guidance and insight for today's public school math instructors. Tom Kerkes, Chairperson of General Education Department at NCTI.	5
1:00	3-18-76	Presentation of a slide-sound program concerned with career education exploration and preparation (9 sets). The programs were produced by NCTI faculty and are to be used in the classroom.	5
1:00	4-8-76	Discussion of senior survey results from entire district. Discussion on date of luncheon meeting in May and use of materials for the rest of the school year.	5
12:30	5-13-76	Luncheon meeting. Update on career education in contact schools and pilot schools. Discussion of future of career education within districts. Discussion of use of materials to district schools next year.	1

Meetings were held at Phillips High School.

TABLE VII

CONTACT SCHOOL MEETINGS FOR 1975-76 WITH ATHENS, ABBOTSFORD, MEDFORD & RIB LAKE

Time	Date	Subject of Meeting	Present
2:00	10-8-75	Distribution of senior surveys, discussion of bibliography, handouts, procedures and services, goals and objectives and planning for monthly meetings.	6
2:00	11-11-75	Discussion of UW-Stout class, articulation, administrative workshop and future meetings. Materials display.	5
2:00	12-75	The meetings this month were individual and the topics discussed were purely based on the problems or good fortune each of the school districts had at the present time or the foreseeable future implementing career education within.	
2:00	1-22-76	Articulation, to promote and familiarize the contact people and guests with the placement operation at NCTI. James Vilendrer, NCTI Placement Supervisor.	9
2:00	2-12-76	Articulation, to provide guidance and insight for today's public school math instructors. Thomas Kerkes, Chairperson of General Education Department at NCTI.	6
2:00	3-11-76	Presentation of a slide-sound program concerned with career education exploration and preparation (9 sets). The programs were produced by NCTI faculty and are to be used in the classroom.	5
2:00	4-7-76	Discussion of senior survey results from entire district. Discussion on date of luncheon meeting in May and use of materials for rest of the school year.	5
12:30	5-13-76	Luncheon meeting, update on career education in contact schools and pilot schools. Discussion of future of career education within district. Discussion of use of materials to district schools next year.	1

Meetings were held at Medford High School.

TABLE VIII

CONTACT SCHOOL MEETINGS FOR 1975-76 WITH MARATHON, MOSINEE, AND SCHOFIELD

Time	Date	Subject of Meeting	Present
2:00	10-15-75	Distribution of senior surveys, discussion of bibliography, handouts, procedures, services, goals and objectives and monthly meetings.	7
2:00	11-12-75	Discussion of UW-Stout class, articulation, administrative workshop and future meetings. Materials display.	7
2:00	12-16-75	Discussion of each schools progress and materials and visitation plans.	5
2:00	1-14-76	Articulation, to promote and familiarize the contact people with the placement operation at NCTI. James Vilendrer, NCTI Placement Supervisor.	4
2:00	3-3-76	Discussion of value clarification use in the classroom and demonstration of same.	4
2:00	4-7-76	Discussion of senior survey results from entire district. Discussion on date of luncheon meeting in May and use of materials for rest of school term.	4
2:00	5-13-76	Luncheon meeting. Update on career education in contact schools and pilot schools. Discussion of future of career education within district. Discussion of use of materials to district schools next year.	5

Meetings were held at NCTI.

As much flexibility as possible was given to each career education consultant to design activities to meet the specific needs of the adults in each community as well as the public school faculty. This concept, along with the distance factor, required the career education consultants to be knowledgeable in all phases of the project and to develop a variety of approaches. Consultants cooperated with each other on planning activities when possible and worked as a total team on major project activities. Staff meetings were held to help plan and develop cooperative projects and activities.

As a general operational procedure, when a career education consultant was at a given public school during the day, developing faculty in-service programs designed to help implement career education, the consultant would also assume responsibility in that community for adult counseling activities. To accomplish both activities, the consultant utilized the materials in the career education materials resource center.

In the original proposal, emphasis was placed on dissemination activities via educational television. Since Channel 20 was not in operation, these plans were abandoned, and other methods were used to contact adults.

Student Population

Students involved in this project were all residents of the North Central VTAE District. Approximately one-half of the district population (180,000) had family incomes under $7500. Some contact was made with high school students through the Career Exploration Weeks at NCTI, classroom demonstrations during team weeks, materials displays and counseling at PTA, open houses, and parent-teacher conferences.

The evening school counseling for adults, which was offered during the first year of operation, was not used during the second and third years due to lack of interest. Adults were offered career development through individual counseling, small group meetings and large group meetings. These adults were contacted through cooperative efforts of the career education staff and Social Services, Division of Vocational Rehabilitation, Job Service Office, Marathon County Mental Health Care Center, YMCA, and Marathon County Public Library. Contacts were also made as a result of publicity through newspaper articles, flyers, posters, radio and television shows, individual contacts, and group presentations.

Instructional Staff

At the beginning of the second year, an associate project director, who had experiences and training as a teacher, coordinator, librarian, and career education consultant, was hired. The three career education consultants had masters degrees or equivalents in education or guidance and counseling. Part-time curriculum consultants were retained from NCTI for special projects.

Advisory Committee

Although an advisory committee was established during the first year, the committee was expanded during the second year to include a more comprehensive representation from the community. Members of the committee gave advice on programs, cooperative services, ways to reach the disadvantaged adult, and suggestions for continuance of career education after the project had ended.

Methods

In the public schools, the objective was to create awareness of implementation techniques for the elements of career education with teachers and other school personnel, so that career education would be integrated into the curriculum for the students. The most popular and effective methods, as experienced by the project staff, to accomplish this goal were workshops and group teacher in-service, individual meetings, bringing and recommending materials to teachers from the career education resource center, and activity suggestions. The classes or workshops which consisted of several all day sessions in which the teachers developed a career education activity unit were considered the most effective. (See Tables in Appendix B) More than 7,000 meetings were held with teachers with some participants attending one activity while others attended several.

At various times articulation activities were requested by school personnel. These requests were answered through group meetings at NCTI with specific departments or with NCTI faculty members going to career education contact meetings to assist public school teachers with information. (See Appendix B)

Adult career development was accomplished through the use of individual, small group, and large group career development sessions. The methods which proved to be most effective in reaching these adults were the public relations activities and working with captive groups. Activities used with the adults included career exploration workshops, field trips, tours, individual counseling, classes, hands-on activities, resource people, and use of materials. (See Appendix C)

Materials

The career education resource center was developed, a revised bibliography was completed, and a simple classification system was employed to facilitate dissemination of materials. The center includes commercial materials, guides, materials developed by other projects, and materials developed through the NCTI project. (See Appendix D)

These materials were made available to local schools on a short term basis or through in-service displays. It was recommended that desirable materials be purchased by the school districts. Appropriate materials were employed for the career development of adults.

Instruments and Techniques Used

The senior survey was conducted during each of the three years and findings were reported. A "Reaction Form" was used to assess in-service and career development meetings. The "Potential Service in Career Education" and "Community Services in Career Education" were administered to determine beneficial services. A form called "Evaluation of Career Education Materials" was developed to assess the effectiveness of commercial materials and locally prepared materials. The Third Party Evaluators established an evaluation plan and implemented it in grades 3, 6, 9 and 12 using instruments recommended in the evaluation plan from the U. S. Office of Education.

Instruments used in assessing impact on adults included the "Counseling Check-list", "Counseling Survey" and Rathus Assertiveness Scale". (See Appendix F)

(d) Results and Accomplishments
First Year - July 1, 1973 - June 30, 1974

Four career education consultants were hired as project staff. Orientation programs were conducted to acquaint the consultants with North Central Technical Institute and to develop a philosophy of career education and a commitment to the project goals and activities. Consultants planned for project activities.

Meetings were held with all participating schools administrative personnel to discuss the career education project goals and objectives. The ground work was prepared for future in-service meetings and activities.

Career education materials were previewed and purchased. A materials resource center was organized. (See Appendix D)

The third party evaluation contract was developed and evaluators visited the project.

The Wisconsin Career Education Consortium was formed to coordinate the activities of the four major career education projects in Wisconsin. (See Appendix E)

A survey of high school seniors to determine future career plans was completed and a report was written to assist administrators. (See Appendix B)

Two workshops were conducted with 62 superintendents, principals, guidance counselors, LVEC's, teachers and students in attendance.

Adult counseling for evening school students at adult centers was made available. A program on "Back to School - Back to Work" was presented for 55 women. Counseling was conducted with 43 adults who were seeking the G.E.D.

Formal and informal in-service programs were presented in all of the participating schools. One to one sessions were held with many faculty members to discuss career education implementation. (See Appendix B)

An in-service program was presented to the North Central Technical Institute faculty. Career education activities were conducted with the NCTI hearing impaired, visually impaired and developmental programs.

An advisory committee consisting of fifteen area school personnel was formed and the first meeting was conducted. (See Appendix E)

Articulation activities included the participation of 52 high school drafting students from seven high schools in a Mechanical Design Career Exploration program. As a result, the students became aware of opportunities in drafting at NCTI and local industry.

An opportunity for career exploration was presented at the Antigo Campus through "Industry and You" day. As a result, 800 adults and students were made aware of occupational opportunities at local industrial plants and vocational educational programs available at NCTI.

The first Career Exploration Week for NYC youth was conducted. As a result, 155 high school age students were able to explore occupational opportunities. This also provided an opportunity to develop further career education expertise in the thirteen NCTI faculty, CESA 7, NYC Coordinators, and Wisconsin Employment Service staff that participated. Slide tape presentations were developed on the occupational clusters covered. (See Appendix C)

The area resources guide was completed and at least one copy was distributed to each project school district. As a result, personnel in the public schools were made aware of educational activities such as field trips, resource speakers, and tours which could be conducted with local business and industry. (See Appendix B)

Contacts were made with U.S.O.E. representatives and state career education consultants and further career education staff awareness and expertise was developed. Career education staff members attended appropriate conferences and seminars for professional growth.

Second Year - July 1, 1974 - June 30, 1975

School administrators were contacted by letter, the survey form "Potential Services in Career Education" and personal visits. As a result, plans were made for the approach to career education implementation for the rest of the year. (See Appendix F)

Workshops, classes, group in-service meetings, committee meetings, and individual meetings were conducted with area public school personnel to facilitate career education implementation. As a result, many teachers developed greater enthusiasm and expertise in the implementation of career education. (See Appendix B)

A public relations program was organized and conducted including newspaper articles, flyers, radio presentations and speaking engagements. The "NCTI Career Education News" was written and disseminated monthly. (See Appendix A) This stimulated greater participation by adults and public school participants. The newsletter also served as a vehicle for distributing project information.

Contacts were made with NCTI personnel to continue and expand career education activities on the vocational school campus. Social service agency workers were also contacted to establish a referral system and plan programs. These contacts resulted in expanded programs and more adult referrals.

Goals and objectives were revised and narrowed with the assistance of third party evaluators. Evaluators assisted with evaluation plans and instruments throughout the year. (See Appendix G)

Meetings for rural disadvantaged adults were continued. These included special meetings for women. More individual career counseling sessions were a result of the group meetings. (See Appendix C)

The advisory committee membership was expanded to include greater representation from business, industry, and the community. As a result, the committee had more influence on program changes. (See Appendix E)

Career Interest Surveys were completed by seniors in district schools. (See Appendix B) The results were used in assisting students and parents in career planning. Various approaches of assistance were used including parent-teacher conference displays, consultants available at parent-teacher conferences, small group meetings, career nights or days, and mailing information.

Articulation meetings were conducted including the "Cluster Buster Symposium" in Marketing and a special business articulation meeting coordinated by NCTI career education staff. (See Appendix B)

The team week approach was implemented which involved two or more members of the career education staff to provide in-service programs to district schools on alternate weeks. (See Appendix B) Individual adult career counseling was conducted. (See tables in Appendix C)

Materials were previewed and purchased. A revised bibliography was prepared and distributed. (See Appendix D)

Programs were presented and materials disseminated at local, state, and national conferences.

The state consortium for Wisconsin career educators held two meetings. One was held at NCTI. These meetings were helpful for exchanging ideas on career education. (See Appendix E)

U.S.O.E. site visits and professional growth conferences were conducted for project and staff evaluation and development.

"Industry and You" Day was held for the second year with approximately 1,000 people in attendance.

The YWE Career Exploration was conducted with 166 students participating. A report was written and disseminated to interested individuals. (See Appendix C)

Third Year - July 1, 1975 - June 30, 1976

The goals and objectives for 1975-76 were revised to narrow the scope of the project to emphasize successful activities. (See Appendix G)

Since it had been more effective to do career counseling with adults in captive groups, adults in NCTI adult basic education classes, and English As a Second Language were the major focus of individual counseling. Over 75 individuals were involved in individual career counseling for the year. (See tables in Appendix C)

Four pilot schools were chosen for more intensive treatment during the final year of the project. The other 16 districts were coordinated through a monthly meeting in a central location with appointed representatives from each school cluster of three or four schools. Initial contact visits were made to administrators to explain the year's goals and objectives and request the appointment of a contact person. Due to the monthly contact meetings and weekly visits to pilot schools, activities in career awareness, self awareness, career exploration, career decision making and/or career preparation resulted. These activities included tours, resource speakers, use of filmstrips, movies and cassettes, reading current literature, and participating in field trips. (See Appendix B)

Teacher and administrator in-service was continued through large group meetings, workshops, committee meetings and individual meetings. (See tables in Appendix B)

The Medford area resources guide was completed and distributed to 220 teachers.

Publicity activities were continued. The NCTI Career Education News was disseminated. (See Appendix A)

Meetings were held with the advisory committee to receive suggestions for the year's activities and suggestions for activities after the project. (See Appendix E)

Revised plans for evaluation were completed with the assistance of third party evaluators. Pre and post-testing was done in grades 3, 6, 9, and 12. Adult counseling was evaluated with the use of the "Counseling Survey" form. (See third party evaluation report)

Senior surveys were completed and a three year comparison report was completed. (See Appendix B)

A follow-up survey on the 1974-75 YWE Career Exploration Workshop was completed through a questionnaire. As a result, 26 YWE students attended career exploration activities at NCTI.

Project staff attended career education conferences and meetings for professional growth.

An addendum was prepared to the Revised Bibliography to indicate newly purchased materials. (See Appendix D)

Additional Fourth Quarter Activities

(Not previously reported, see Appendix H.)

Assertiveness training workshops and sessions were conducted with six groups, which involved 122 individuals. (See Appendix H) Participants were given the Rathus Assertiveness Scale to measure impact of the workshops. Results were sent to third party evaluators.

The associate project director acted as discussion leader at the Statewide Leadership Conference for Career Education. Approximately 300 career educators were present at the conference. (See Appendix H)

The career education staff, with the assistance of third party evaluators, created survey forms to be distributed to selected teachers in grades 3, 6, 9, and 12 in contact and pilot schools. Results were sent to evaluators. (See Third Party Evaluation Report) Post-tests were administered to students who had received pre-tests in the fall.

The adult "Counseling Check-list" was revised. A questionnaire was sent to selected adults who had received career counseling. (See Appendix F) Results were sent to third party evaluators. (See Third Party Evaluation Report.)

A joint advisory committee and contact person meeting was conducted with 27 members in attendance. Discussion was held concerning continuation of career education activities in the school districts.

The final issue of the "NCTI Career Education News" was disseminated to 708 individuals. (See Appendix A)

An in-service meeting was conducted for 21 teachers of adult basic education and English as a Second Language. Assertiveness training and stress factors as they affect the world of work were included in the program. (See Appendix H)

Two adult career exploration workshops were conducted with 18 unemployed adults. (See Appendix C for report)

Information was sent to 27 career educators who requested assistance.

The associate project director acted as a resource person to 20 teachers at the career development seminar at Tomahawk. Topics covered were implementation and evaluation of career education. (See Appendix H)

Consultants made final visits and wrote letters to school administrators as a last activity with the school districts.

Major Career Education Accomplishments by Area

July 1, 1973 - June 30, 1976

Pilot Schools (See Appendix B & D for specific statistics and examples.)

Colby

During the first two years weekly meetings were held between the guidance director, elementary supervisor and the career education consultant. At the regular meetings, career education philosophy, programs, materials, teacher training, and curriculum were discussed. As a result of the meetings, the consultant made a presentation at a staff meeting, attended PTA Conferences, and coordinated classroom career education programs on career awareness, value clarification, and career exploration for various grade levels.

Teachers were contacted individually and at staff meetings. Contacts resulted in discussion of activities for lesson plans, materials requests and possible field trips or tours.

A staff in-service was given for approximately 40 instructors and materials were displayed at a PTA meeting of approximately 50 parents. These efforts exposed teachers and parents to information on career and self awareness, career exploration, career decision-making and career preparation.

At the beginning of the third year, a meeting was held with the new superintendent and administrative staff to explain services offered through the career education project and to request the participation of the Colby Area Public Schools (CAPS) as a pilot school. This meeting resulted in the following activities for the pilot school district.

The superintendent and high school principal attended the career education administrators workshop with the result of more support for career education by the administrators.

Weekly visits were made to CAPS to visit individual instructors. As a result, instructors requested materials, classroom demonstrations were conducted for about 50 students, and field trips were coordinated for several grade levels (approximately 85 students).

Resource people were used and field trips were taken to a variety of sites by grades 3, 6, 9 and 12. North Central Technical Institute was visited for hands-on experience. Other field trips exposed students to occupations in communication, science, public services, agriculture and recreation. This exposure created a greater awareness of the worlds of work and built a foundation for future career decision-making.

The development of a filmstrip, "Occupational Opportunities in the Colby Area", as a joint effort between business, industry, and the Colby schools, created a greater understanding and cooperation between the two areas.

According to the results of the senior survey, the percentage of seniors who were undecided as to their further career dropped from 24% in 1975 to 13% in 1976.

In summary, the Colby Area Public Schools exposed students to the concepts of self-awareness, career awareness, career exploration, career decision-making, and career preparation, (See Appendix B) through classroom demonstrations, integration into the curriculum, field trips, resource persons, career education materials and hands-on activities. (See the third party evaluation report for results of career education pre and post-tests.

Edgar

Meetings were held with administrators at the initiation of the career education program. Administrators attended several career education workshops to develop a curriculum based on a commitment to career education concepts.

Teachers were in attendance at career education workshops and the UW-Stout "Curriculum and Methods in Career Education" class. Several group in-service meetings were held with elementary and secondary teachers. Follow-up in-services and monthly meetings with teachers were a result of the group meetings.

Articulation meetings held between the home economics department of Edgar High School and three other local schools prompted other departments to plan similar functions with high school and post high instructors.

Weekly individual and group meetings were held for curriculum development and integration of career education concepts.

Materials were requested and delivered.

The NCTI career education consultant acted as a resource person at high school PTA meetings with 38 participants and one area FHA group of 100 from three schools.

A two day career program was requested by school administrators. Individual and group counseling, material display tables, classroom demonstration, and faculty meetings were held to provide career information to teachers, parents and students.

An all day in-service meeting was held with the total staff of 50. Curriculum was written to integrate career education into the entire school system.

A job-seeking skills class was planned and will be offered next year as a result of the career education curriculum development.

The results of the senior survey for the past three years showed a decrease in the percentage of seniors who were undecided from 27% in 1973 to 23% in 1975.

In summary, students attending the Edgar Public Schools were exposed to self awareness, career awareness, career exploration, career decision-making, and career preparation, (See Appendix B) through classroom demonstration, curriculum infusion, senior surveys, field trips, resource persons, use of materials, and hands-on activities. (See the third party evaluation report for results of career education pre and post-tests.)

Merrill

Meetings were held with the school board which gave impetus to the development of in-service meetings.

In-service meetings were held with four elementary school faculties and provided teachers and administrators with career education activities to be integrated into the curriculum.

An eighty page career education handbook was written as a result of a two week workshop. It included guidelines, objectives, definitions, and goals of the Merrill Area Public Schools. (MAPS) In addition, the workshop generated a great deal of teacher enthusiasm.

A meeting was held with the Merrill career education committee concerning implementation of career education. A workshop for curriculum writing was planned for the summer.

The career education workshop was held for 15 teachers, and a guide was completed for implementation into the curriculum.

Attendance of three administrators at the administrators workshops gave added impetus to the implementation of the career education guide developed by MAPS.

The junior high guidance counselor attended the "Curriculum and Methods in Career Education" class offered for UW-Stout credit through the career education project.

A materials display at a faculty meeting resulted in increased use of services and materials provided by the project staff.

The career education packets from the Eau Claire Public Schools introduced by the NCTI consultant were altered and used in the ninth grade social studies class.

An extensive film program was used with junior high students for career awareness and exploration.

Each month 17 instructors and administrators from an elementary school took field trips to local business and industry to increase knowledge of the world of work.

Individual meetings were held with vocational English instructors at the senior high school which resulted in the establishment of a sequential plan for the use of career education materials.

Career day which involved guest speakers and tours from local business and industry provided career exploration to 381 students. Twenty-three instructors acted as chaperones, bus drivers and monitors.

The principal and guidance counselor acted as members of a panel discussion held in the curriculum and methods in career education class. This stimulated an exchange of ideas on self awareness, career awareness, exploration and preparation.

Tours of local business, industrial and educational facilities provided career exploration for senior high school students.

Career learning centers provided a variety of materials to acquaint elementary school students with the concepts of self and career awareness.

Senior surveys were completed in the fall of 1975. According to the results 43% of the students desired to seek employment and only 8% of the graduating class indicated that they were undecided as to future plans. The small number of undecided seniors can be taken as an indication that career education does have a positive effect and should be continued.

In summary, students attending the Merrill Public Schools were exposed to self awareness, career awareness, career exploration, career decision making and career preparation (See Appendix B) through classroom demonstrations, curriculum infusion, senior surveys, field trips, resource persons, use of career education materials, and hands-on activities. (See the third party evaluation report for results of career education pre and post-tests.)

Stratford

Stratford administrators attended administrators workshops presented by the career education project. As a result of enthusiasm generated by the meetings, three in-service meetings for teachers were presented.

During the first two years individual and group meetings were held bi-monthly. During the third year weekly meetings were conducted. The meetings resulted in a career education class, a seminar for 85 senior students and their parents, purchase of materials, curriculum infusion and use of NCTI career education materials.

Representatives from the Stratford Public Schools attended the Curriculum and Methods in Career Education Workshop for UW-Stout credit. Curriculum units were prepared and follow-up meetings were conducted by the career education consultant.

Several instructors attended articulation meetings in their field of teaching. The result was curriculum revision to upgrade course scope and content.

At the beginning of the third year, a meeting was held with the principal and guidance counselor. Plans were made to include Stratford as a pilot school in the project.

A unique in-service was presented to 31 faculty members. The meeting included a field trip to a papermill and discussion by panelists from business and industry. Educators were presented the opportunity to become more aware of problems and opportunities in the world of work.

Two additional in-service programs were presented. As a result, staff members prepared a "Career Activities" booklet to be used by teachers. A listing of local resource people and field trip sites was included in the booklet. This served as a motivational and organizational device for further curriculum infusion.

According to the results of the senior surveys, the percentage of undecided students increased from 9% to 12%. (See the Third Party Evaluation Report for results of pre and post-tests.)

Contact Schools

Abbotsford

Long range in-service programs were developed at an administrators workshop. Meetings with the principal and guidance director led to weekly individual meetings with interested instructors. This led to requests for career education materials by many teachers.

Parental involvement was accomplished through the attendance at PTA by the career education consultant. The consultant also spoke to a group of 50 interested members.

A two day in-service and materials display was given for 48 instructors in K-12. Implementation of career education and value clarification were stressed. This gave instructors an understanding and background in the concepts of career education.

Three classroom demonstrations were conducted by the career education consultant. Students expressed an interest in the sessions and raised many questions.

In the final year, the guidance counselor acted as representative to contact meetings in Medford.

Exchange of ideas, requests for materials, and articulation were direct results of monthly contact meetings.

Percentage of undecided seniors during the three year period decreased from 27% to 22% as shown by senior survey results.

In summary students were exposed to self awareness, career awareness, career exploration, career decision-making, and career preparation through classroom demonstrations, curriculum infusion, use of materials, senior surveys, field trips, and hands-on activities. (See Appendix B)

Antigo

A discussion on what individual teachers and departments can do to implement career education was the topic of discussion led by the Antigo LVEC at an administrators workshop involving 32 administrators, teachers, LVEC's, and counselors.

Several in-service meetings were held for more than 27 teachers with the assistance of the LVEC. Materials and consultation were provided for a career education class as a result of this contact. Follow-up was conducted through individual meetings.

The consultant in cooperation with local business men planned and conducted "Industry and You Day" for two years. This informed approximately 1800 local residents about career opportunities in the Antigo area. Twenty-nine area manufacturers and businesses were represented and a resource guide was developed.

A career education curriculum committee was formed as a result of individual meetings with administrative personnel.

Materials from the NCTI career education project were presented to students by teachers.

The elementary counselor attended contact meetings during the final project year. He also acted as a resource person to the group of 15 participants. Articulation, materials displays, values clarification, and implementation discussions were the topics of these meetings.

The results of the senior surveys showed a decline in the percentage of undecided seniors as compared to the 24% in 1973.

In summary, students were exposed to self awareness, career awareness, career exploration, career decision-making, and career preparation through classroom demonstrations, curriculum infusion, senior surveys, resource persons, use of materials, and career education activities. (See Appendix B)

Athens

Two principals attended the administrator workshop as well as holding several meetings with the career education consultant to plan activities and individual in-service meetings.

A materials display and consultant, as requested by the administrators, were available for a PTA meeting involving 33 people. A consultant and materials were also available for an open house which involved 23 people. Both parents and students were exposed to career information through the meetings.

Meetings were held with individual teachers and as a result, materials were requested and delivered.

Administrators were contacted at the beginning of the third year. It was agreed that the social studies teacher would act as the contact person. Materials, articulation, and ideas for career education activities were provided through the meetings.

Career days were held in Athens which involved consultant counseling, materials displays, classroom demonstrations for high school students and classroom demonstrations for elementary students.

According to the senior surveys for the past three years, the percentage of undecided seniors has decreased from 27% in 1973 to 18% in 1975.

In summary, students were exposed to self awareness, career awareness, career exploration, career decision-making and career preparation through classroom demonstration, materials, senior surveys, curriculum infusion, and field trips. (See Appendix B)

Bowler

Administrators were visited to plan future in-service. In the fall of the third year, the guidance counselor was appointed as contact person to attend monthly meetings.

Individual contacts were made with instructors to provide ideas for curriculum infusion. Materials were borrowed and a class developed for career education.

Materials were delivered according to request.

An elementary teacher attended the "Curriculum and Methods in Career Education" class and developed a teaching unit.

According to senior surveys from the past two years, there has been a decrease in the percentage of undecided seniors from 57% in 1974 to 28% in 1975.

In summary students in Bowler were exposed to self awareness, career awareness, career exploration, career decision-making, and career preparation through senior surveys, field trips, curriculum infusion, use of materials and classes. (See Appendix B)

Marathon

Although Marathon Public Schools were not involved with the career education project during the first two years, the new superintendent indicated that the district would like to participate during the third year. After a meeting with the superintendent, a contact person was appointed to attend monthly meetings.

The consultant visited the contact person's vocational English class where many exploration materials were used throughout the year.

The contact person held individual meetings with teachers to exchange ideas for curriculum infusion and deliver NCTI career education materials.

Career education materials were used throughout the K-12 system.

The senior surveys of 1975 indicated that only 10% of graduating seniors were undecided as to future plans.

In summary, students in the Marathon Public Schools were exposed to career awareness, self awareness, career exploration, career decision-making, career preparation through senior surveys, curriculum infusion, use of materials and hands-on activities. (See Appendix B)

Medford

Attendance of administrators at a workshop provided awareness and enthusiasm for career education. Informal and formal in-service was given with the major emphasis in the elementary grades.

Medford educators attended a career education workshop for career education curriculum development.

Individual meetings were held with staff members to discuss career education activities and to request and distribute materials.

As a result of cooperation between NCTI career consultants and Medford faculty members, the Medford Area Resource Guide was completed and distributed to 220 faculty members.

After attending a one day workshop, "Reality Therapy & Schools Without Failure", many career educators participated in a follow-up seminar course.

Medford Area Schools were granted their own funded career education project. Information and techniques gathered through NCTI in-service influenced the preparation of this proposal.

Administrators were visited yearly for planning. At the beginning of the third year, Medford was chosen as the meeting site for a cluster of schools. The guidance counselor was chosen as contact person and attended the meetings. Articulation, materials distribution, educational problems and implementation techniques were the major issues covered at these contact meetings.

Results of the senior survey over a three year period indicated an increase in the percentage of undecided seniors in the school. This could be an indication that more career education implementation would be desirable.

In summary, students in the Medford Public Schools were exposed to self awareness, career awareness, career exploration, career preparation through classroom demonstrations, senior surveys, curriculum infusion, resource persons, use of materials, and hands-on activities. (See Appendix B)

Mosinee

Administrators attended the first workshop on administrative commitment to career education. As a result, plans were made for teacher in-service.

An initial group in-service to introduce career education was presented followed by individual meetings which resulted in requests for materials and activity ideas.

As a result of the first senior survey, a counseling service was set up at the high school for undecided seniors.

Instructors attended articulation meetings at NCTI. This led to upgrading and improving curriculum.

At the beginning of the second year, meetings were held with the principals. Group in-services were planned for the elementary and middle schools. The high school in-service was conducted by department.

Three in-service meetings were held with the 32 elementary teachers as a large group and by grade level. Exchange of materials and career education activities resulted.

As a result of the large group in-service meeting in the middle school, teachers became more familiar with career education concepts and requested materials.

Departmental meetings were held with the English, Social Studies, and Guidance Departments. Many materials were requested as an outcome of the meetings. The guidance counselors developed and conducted a career education class for ninth and twelfth grade students.

A consultant and materials display were made available for parents attending parent-teacher conferences. A career day was presented for students featuring a panel discussion by school and world of work representatives. Both were well attended and presented a further opportunity for exposure to career information.

In the fall of the third year, a contact person from the elementary and senior high schools was appointed and attended contact meetings. These representatives have conveyed career education materials and ideas to faculty members through meetings. Career education was also included in their curriculum revision.

Two administrators were in attendance at the final career education administrators workshop.

The results of the senior survey showed an increase in the percentage of undecided seniors from 20% in 1973 to 24% in 1975.

In summary, students in the Mosinee Public Schools were exposed to career awareness, self awareness, career exploration, career decision-making and career preparation through senior surveys, field trips, curriculum infusion, use of materials, hands-on activities, resource persons, and materials displays. (See Appendix B)

Park Falls

Administrative workshops were attended by education personnel from the Park Falls area schools. "Implementing career education on the local level" was the main topic.

A mini-course, "Understanding Yourself and Others" was developed with the assistance of the career education consultant.

Several in-service programs for sixty K-12 teachers provided them with an over-view of career education services available, practical classroom activities, ideas, and exercises. There was also a materials display to acquaint the teachers with available materials.

Individual meetings with teachers were used to plan classroom demonstrations and delivery of materials.

A life/work planning program for 125 ninth graders was given. Career development materials displays and consultant services for all high school students were also available at the same time in the library. Approximately 115 students came to view the materials and to speak with the consultant.

NCTI materials on attitudes and values were incorporated into a psychology class.

The guidance counselor was appointed as the contact person to attend monthly contact meetings. Career education activities, articulation, materials displays and materials requests were the subjects of the meetings.

The results of the senior surveys indicate that there has been a decrease in the percentage of undecided seniors from 26% to 16% over the past three years.

In summary, students in Park Falls were exposed to career awareness, self awareness, career exploration, career decision-making and career preparation through classroom demonstrations, use of materials, senior surveys, resource persons, and a programmed guidance program. (See Appendix B)

Phillips

Several administrators attended the initial workshop in Medford on career education implementation. This participation motivated meetings with the elementary supervisor and principal to plan and conduct a workshop for the elementary staff on career awareness and self awareness.

Building principals were contacted and individual meetings were held with teachers. As a result, classroom demonstrations and materials were used in the elementary, junior high, and high schools.

As a result of the senior survey, an informal session was held with parents of seniors who were undecided about future plans. This developed parental interest and background in career education.

The curriculum for a course in vocational English was prepared with the assistance of the career education consultant. The course was given and the demand was sufficient to expand the offerings from one session to three sessions.

The guidance counselors attended monthly contact meetings. The meetings included idea exchange, articulation, survey results, material exchange and career education planning.

Career week was planned and conducted with the assistance of the career education consultant. Grade levels were handled individually with audio visual equipment from NCTI. A program, "Your Future" was presented to 130 tenth graders with four guest speakers and audio visual material.

The results of the senior surveys taken over the past three years indicated a 6% increase in undecided seniors over the last year. This may be due to the changing of the entire high school curriculum this past year from semesters to quarters.

In summary, students in the Phillips Public Schools were exposed to career awareness, self awareness, career exploration, career decision-making and career preparation through curriculum infusion, use of materials, senior surveys, classroom demonstrations, and resource persons. (See Appendix B)

Prentice

An in-service meeting with 24 elementary teachers resulted in increased self awareness through the program, "Understanding Yourself and Others".

Participation in an administrative workshop helped to establish future in-service meetings.

Through individual weekly meetings with teachers and the elementary supervisor, materials were requested and delivered and classroom demonstrations were given to 42 students. Additional classroom demonstrations on life/work planning were presented to 65 students.

Results of the senior surveys for the last three years show no substantial change in the percentage of seniors who are undecided as to their future in the world of work.

In summary, students in Prentice were exposed to career awareness, self awareness, career exploration, career decision-making and career preparation through curriculum infusion, classroom demonstrations, use of material, and senior surveys. (See Appendix B)

Rib Lake

After a meeting with the superintendent and principals of Rib Lake Area Schools, a total staff in-service was held with 43 participants. The meeting resulted in requests for assistance in planning and conducting workshops and in-service programs and borrowing materials.

Two additional in-service meetings were given for the 86 staff members and as a result of these meetings, there were requests for materials.

The consultant was invited to a career night and presented four sessions of a program on exploring alternatives, values clarification, and decision-making as related to careers. Forty-one participants were in attendance at the sessions and discussions were held with other participants.

Classroom demonstrations were given to approximately 120 students on career exploration and decision-making as a result of in-service meetings. Individual career counseling was made available on a limited basis.

Exchange of ideas, requests for materials, and articulation activities were a direct result of the monthly contact meetings attended by the guidance counselor.

As a result of the senior surveys from the past three years, a decrease in the percentage of undecided seniors from 27% to 22% can be seen.

In summary, students in Rib Lake Public Schools were exposed to career awareness, self awareness, career exploration, career decision-making, and career preparation through curriculum infusion, classroom demonstrations, use of material, senior surveys, and group meetings. (See Appendix B)

Rosholt

An administrative workshop on implementing career education prompted an in-service with the faculty of Rosholt High School.

Individual meetings were held with instructors, and materials in career exploration were delivered. Articulation was discussed between the high school departments and corresponding departments at NCTI.

The monthly meetings were attended by the guidance counselor who used career education materials extensively in teaching a job skills class.

Senior surveys showed an increase in senior students who are undecided as to their future from 19% in 1973 to 22% in 1975.

In summary, students in the Rosholt Public Schools were exposed to career awareness, self awareness, career exploration, career decision-making and career preparation through curriculum infusion, use of materials, senior surveys, and a class. (See Appendix B)

Schofield

Attendance at an administrators workshop and several individual meetings with career consultants prompted the D. C. Everest Public Schools to sponsor a one week career education workshop for K-12 teachers. Involvement in the workshop led to development of activities, AV programs, evaluative techniques, implementation into present curriculum, and selection of books and materials to be purchased.

A career counseling program primarily for seniors was conducted during the first year of the project.

With encouragement of administrators, the D. C. Everest Schools implemented career education into all educational levels.

As a result of planning with the LVEC, an in-service meeting was presented for 16 teachers. Arrangements were made to visit a junior high school career education program at another school.

Three instructors attended the Curriculum and Methods in Career Education Workshop at NCTI.

Meetings conducted with instructors on an individual basis led to the request and delivery of materials.

Results of the senior surveys indicated a decline in the percentage of undecided senior students from 26% in 1973 to 17% in 1975.

In summary, students in the D. C. Everest Public Schools were exposed to self awareness, career awareness, career exploration, career decision-making, and career preparation through curriculum infusion, use of materials, senior surveys, counseling, field trips and resource persons.

Wausau

In-service meetings were held with school administrators to initiate and plan curriculum for a mobile career education unit. As a result of these meetings, mobile curriculum materials were ordered. Plans were made to develop curriculum to be used as a model for the elementary schools and to develop guides for elementary grades.

Individual meetings with teachers resulted in the development of materials for career education implementation into present curriculum, use of career education materials, planning of field trips, and use of resource persons.

The career education mobile units development intensified the need for more in-services on the elementary level.

Career counseling took place on a continuous basis due to the senior survey results.

Additional meetings were held with teachers and counseling staffs and as a result, a classroom program was presented, materials were provided, and planning for the use of the mobile unit in all elementary schools took place.

As a result of summer workshop attendance of seven teachers at NCTI, a class in living skills was presented to the senior high students.

In summary, students in the Wausau Public Schools were exposed to career awareness, self awareness, career exploration, career decision-making, and career preparation through curriculum infusion, use of materials, field trips, resource persons, hands-on activities, senior surveys, classes, and counseling.

White Lake

A meeting with the superintendent, principal, elementary coordinator, and guidance counselor was held, and as a result some interest was generated toward a parents program.

Audio visual and printed information was distributed to teachers to give examples of possible activities and curriculum changes.

Monthly contact meetings were attended by the guidance director. Discussion, articulation, materials displays, and material requests were the topics at the meetings.

Several communications were made in addition to individual visits to the school. Materials and ideas were exchanged by telephone or letter.

According to the results of the senior survey, the percentage of seniors that are undecided as to their future has dropped 1% over the previous year.

In summary, the White Lake Public Schools were exposed to the concepts of self awareness, career awareness, career exploration, career decision making, and career preparation through curriculum infusion, use of materials, senior surveys and field trips.

Wittenberg

Several faculty members were present at career education workshops given by the NCTI career education staff.

With the cooperation of administrative and instructional staff, the Wittenberg-Birnamwood Public School system was given a three day career education program for 400 students. It included classroom demonstrations and programs, materials displays for students and teachers, panel discussions and junior high curriculum writing as a follow-up activity.

Many individual and group in-service meetings were held with 91 instructors, members of the career education committee and members of the curriculum planning committee. A major result was the revision of the junior high curriculum and facilities for a core program in the new junior high school. Two faculty members attended a summer workshop presented by the NCTI staff and the following year 15 members of the staff attended a curriculum and methods class.

Monthly contact meetings were attended by three faculty members from Wittenberg-Birnamwood. These meetings included articulation sessions, materials displays, exercises in values clarification, and elementary career education implementation ideas.

Results of the senior surveys indicated a constant percentage of undecided seniors during the past two year period.

In summary, students at the Wittenberg-Birnamwood Public Schools were exposed to career awareness, self awareness, career exploration, career decision-making and career preparation through classroom demonstrations, curriculum infusion, use of materials, senior surveys, and resource persons.

Parochial Schools

Several administrative personnel from Wausau, Dorchester, and Merrill elementary schools have attended administrative workshops given by the project staff in Wausau. This resulted in individual and group meetings with teachers.

Group in-services involving 28 teachers were presented in Wausau Catholic Schools.

A classroom demonstration on career awareness for 32 students and two classroom sessions in life/planning for 70 students were given in Dorchester Catholic School. Exploring alternatives, value clarification, and decision-making were subjects discussed. Materials from the project resource center were requested and delivered. Individual meetings were held with interested teachers.

A field trip and tour of NCTI was coordinated by project consultants for 7th and 8th grade classes from Merrill Lutheran School. This has been a yearly event for the past two years.

Interest in career education was shown at Newman High School as a result of a faculty meeting of 25 teachers and individual follow-up meetings with administration and instructors. Through individual meetings, services and resources were made available. Materials were requested and used. A career education class was written into the curriculum for next year to be taught by the counselors. The curriculum and methods class was taken by a math instructor.

A program on self awareness was given to a group of 50 parents at an evening PTA session at Dorchester St. Louis Catholic School.

(e) Evaluation of the Project

Instruments were prepared for local evaluation. (See Appendix F)

A Third Party Evaluation report was prepared. This report can be seen in Appendix F.

(f) Conclusions, Implications and Recommendation for the Future

Although the project was broad in scope, this allowed many opportunities for innovation and experimentation. Goals and objectives were narrowed to most successful activities at the beginning of each year. From these experiences, the following conclusions were made:

Although the career education consultants assisted all schools in the project, schools which the consultants visited more often were more active in their career education implementation. This can be noted in the pilot schools during the third year.

Administrative commitment is very important. In the schools where the administrators were supportive, the implementation task ran more smoothly and rapidly. In general, teachers had a better, more positive attitude, were more cooperative, and maintained their active participation in career education.

In working with teachers on career education implementation, group workshops, group in-service, or classes proved to be the most motivational and efficient methods. Teachers needed to become involved in curriculum writing, exchange of ideas, discussion, or interaction with resource persons to assume a real commitment to career education. It was also desirable to give teachers individual assistance after the initial group activity as this motivated them to experiment with more activities.

Most of the school districts were involved in borrowing materials through the project. In addition to the group in-service, this was also a successful motivational device.

Change requires time and commitment. During the third year teachers were actively seeking consultant assistance while the career education staff spent much of their time during the first two years in convincing teachers of the worth of career education. Although many of the schools are well on their way to having an active career education program, most of the districts indicated they would still find career education assistance for teachers valuable.

One of the most successful activities during the three years was the YWE Career Exploration Workshop. From evaluation results, comments by students and reactions of professional coordinators, this was a most valuable experience for the Youth Work Experience students. Staff members from the CESA 7 office and the Job Service Office have expressed a desire to continue this workshop.

Disadvantaged adults were difficult to attract to career development sessions. They often missed announcements in the media, were reticent to attend, or were complacent as to their need for growth. Many times these adults would not attend sufficient sessions to make any measurable impact on improving career development.

During the third year with the use of captive groups at the Adult Basic Education and English as a Second Language classes, it was possible to assist adults for a longer period of time and to offer sufficient guidance to make a measurable impact in many cases. It was found that during the third year referral agencies were more cooperative in sending clients for assistance from the project staff. This is another indication that it requires time to build up the necessary relationships to attract students and referrals. Although an extensive public relations program was effective in educating the general public, this did not prove to be as effective in attracting and keeping adults for career development as the captive group and agency referrals techniques.

The adult career exploration workshops which were conducted in the final year of the project proved to be an effective way to educate and change the disadvantaged, unemployed adult. The combination of self awareness activities, job seeking skills activities, and peer interaction caused observable positive changes in most of the participants. However, it must be noted that to cause permanent change, follow-up counseling is needed.

One of the most successful vehicles in disseminating information about project activities was the NCTI Career Education News. It was evident in comments from persons who received the newsletter that they had read the articles and had become informed about the project. Interest was also shown by the number of individuals who requested a place on the mailing list.

From the previous conclusions, the following recommendations can be made:

1. It is recommended that career education assistance be continued with the schools through another NCTI project or through the Cooperative Educational Service Agency.

2. It is recommended that a smaller number of school districts be served to provide more concentrated service.

3. It is recommended that administrative commitment be obtained before seeking to encourage career education implementation with teachers.

4. Group workshops, group in-service or classes with individual follow-up are recommended as an effective method for teacher in-service.

5. Use of commercial materials and creation of materials by teachers is recommended as an effective teaching and motivational device.

6. The following activities were used frequently and were effective in motivating students: curriculum infusion, use of materials, senior survey, classroom demonstrations, field trips and resource persons. These would be recommended as desirable methods in implementing career education.

7. It is recommended that the YWE Career Exploration Workshop be continued with the support of another funding source or NCTI funds.

8. It is recommended that disadvantaged adults for career development be approached through captive groups such as previously established classes or groups. It is recommended that career education for adults be continued through NCTI programs such as Goal Oriented Adult Learning.

9. It is recommended that adult career exploration workshops be continued through cooperative efforts with CETA, the Job Service Office, or other community agencies.

10. A comprehensive public relations program involving all forms of media is recommended. A newsletter is recommended as a dissemination device.

APPENDIX A

PUBLIC RELATIONS AND DISSEMINATION TABLES AND SAMPLES

Page

Tables

I Summary of Public Relations A-2

II Public Relations, Fourth Quarter, June 1976 A-3

III Public Relations, Third Quarter, March 1976 A-4

IV Public Relations, Second Quarter, December 1975 A-5

V Public Relations, First Quarter, September 1975 A-6

VI Public Relations and Disseminations, Fourth Quarter, June 1975 A-7

VII Public Relations and Disseminations, Third Quarter March 1975 A-8

VIII Public Relations, Second Quarter, December 1974 A-10

Wausau Daily Record Herald A-11

NCTI Target A-13

Radio Announcement A-14

Flyers and Brochures A-15

NCTI Career Education News (1975-76) A-18

Correspondence A-45

Speaker for Service Clubs A-46

Other Publicity A-47

TABLE I

SUMMARY OF PUBLIC RELATIONS

Time Period	Total Number	
July - September 1973		
October - December 1973	39,900*	(no chart)
January - March 1974	133,300*	(no chart)
April - June 1974	104,400*	(no chart)
July - September 1974	156,698*	(no chart)
October - December 1974	108,203	
January - March 1975	100,599	
April - June 1975	99,022	
July - September 1975	29,036+	
October - December 1975	167,260+	
January - March 1976	28,727+	
April - June 1976	97,746	
Total	1,064,891	

*Estimated from written narrative in quarterly reports.

TABLE II

Fourth Quarter June 1976
Public Relations

Type of Publicity	Location or Placement	Number Involved
Newspaper Article	Wausau Daily Herald (Circ. 27,700)	27,700
NCTI Career Education News	North Central Technical Institute, District Public Schools, Other Career Education Projects, Wisconsin Technical Schools, Cooperative Educational Service Agencies, Department of Public Instruction, and other leaders in Career Education.	708
Responses to Requests	Project information sent to persons outside the NCTI District.	27
Surveys	To adult counseling clients	60 (Approx.)
Memos on Final Contact Luncheon	To Advisory Committee members	56
Television	Channel 7 in Wausau (News coverage on Assertiveness Training Workshop)	69,000 (Ext.)
Group Meeting	Advisory and contact meeting luncheon	27
Surveys to Pilot Schools	Surveys to measure techniques in career education were administered to 10 teachers in each pilot school to cover grades 3, 6, 9, and 12.	40
Surveys to Contact Schools	Two were administered in each school in in grades 3, 6, 9, and 12.	128
		97,746

TABLE III

Third Quarter March 1976
Public Relations

TYPE OF PUBLICITY	LOCATION OR PLACEMENT	NUMBER INVOLVED
Newspaper Articles	Wausau Daily Herald (Circ. 27,700)	27,700
NCTI Career Education Newsletter	NCTI, District Public Schools, Other Career Education Projects, Wisconsin Technical Schools, Cooperative Educational Service Agencies, Department of Public Instruction, and other leaders in career education.	708
"Target" North Central Technical Institute Newsletter	North Central Technical Institute employees, Vocational Districts, State Office, retired employees of North Central Technical Institute.	300
Career Education News (McGraw Hill)	Subscribers to the publication	Not known
Career Guidance for Adults, A Planning Manual and Catalog of Programs	On sale by American Institutes for Research, Palo Alto, California	Not known
Advisory Committee Meeting	North Central Technical Institute	19
Flyer on Slides	Contact Meetings	Four meetings
		28,727+

A-4

TABLE IV

Second Quarter December 1975
Public Relations

TYPE OF PUBLICITY	LOCATION OR PLACEMENT	NUMBER INVOLVED
Newspaper Articles	Wausau Daily Herald (Circ. 27,700)	27,700
Flyers	On request outside project	10
NCTI Career Education Newsletter	NCTI, District Public Schools, Other Career Education Projects, Wisconsin Technical Schools, Cooperative Educational Service Agencies, Department of Public Instruction, and other leaders in career education.	685
Target (North Central Technical Institute Newsletter)	North Central Technical Institute employees, Vocational Districts, State Office, retired employees of NCTI.	300
National Vocational Guidance Association	Members of the organization	Not known
Flyers on Curriculum and Methods in Career Education Class	Project Schools	500 (Approx.)
Letters and Agendas on Administrators' Workshop	Project public and private schools	65
Television Show - "Knowledge for Living"	Channel 7 in Wausau	69,000 (Estimated)
Television Interview on newscast	Channel 7 in Wausau	69,000 (Estimated)
		167,260

TABLE V

First Quarter September 1975
Public Relations

Type of Publicity	Location or Placement	Number Involved
Newspaper Articles	Wausau Daily Herald (Circ. 27,700)	27,700
Flyers	On request outside project	25
NCTI Career Education News	NCTI, District Public Schools, Other Career Education Projects, Wisconsin Technical Schools, Cooperative Educational Service Agencies, Department of Public Instruction, and other leaders in career education	678
Target (North Central Technical Institute Newsletter	North Central Technical employees, Vocational Districts, State Office, retired employees of NCTI	300
Newspaper article (ABE & Career Education)	Antigo Newspaper (Circulation unknown)	
Newspaper article (ABE & Career Education)	Medford Newspaper (Circulation unknown)	
Newspaper article (ABE & Career Education)	Merrill Shopper (Circulation unknown)	
Newspaper article	Y.M.C.A. Newsletter (Circulation unknown)	
Group meeting	Advisory Committee Meeting	13
Flyers (ABE & Career Education)	All Wausau churches, social service agencies, and community agencies	320
		29,036+

TABLE VI

Fourth Quarter June 1975
Public Relations and Disseminations

Type of Publicity	Location or Placement	Number Involved*
Newspaper Articles	Wausau Daily Record Herald	27,700
Flyers (UW-Stout Workshop)	School Personnel	650
Flyers (Career Exploration Workshop)	YWE Students	150
Radio Announcements	Wausau-WSAU & WRIG (Estimated listening audience)	69,200
North Central Technical Institute Career Education Newsletter	NCTI, District Public Schools, Other Career Education Projects, Wisconsin Technical Schools, Cooperative Educational Service Agencies, Department of Public Instruction, and other leaders in career Ed.	672
Business Articulation Meeting	Area Business Teachers	50
Assertiveness Training Workshop	UW-MC Women's Resource Center mailing list and Career Education mailing list	600
	Total number involved	99,022

* Some numbers for large group meetings are approximate

TABLE VII

Third Quarter March 1975
Public Relations and Disseminations

Type of Publicity	Location or Placement	Number Involved*
Newspaper Articles	Wausau Daily Record Herald (Circ.) 27,700	27,700
Flyers (Who Am I? 1-A")	Social Service Agencies, schools, library, mailing list	400
Flyers (Career Days)	Edgar Career Days	400
Flyers (Project Services)	Upon request	200
Radio Announcements, library show & television	Wausau - WSAU and WRIG (Estimated listening audience)	69,200
North Central Technical Career Education Newsletter	NCTI, District Public Schools, Other Career Education Projects, Wisconsin Technical Schools, Cooperative Educational Service Agencies, Department of Public Instruction, and other leaders in career education	660
Target (North Central Technical Institute Newsletter)	North Central Technical employees; Vocational Districts, State office, retired employees of NCTI	300
Flyers (Get The Message on sound/slide presentations)	To district public schools and interested individuals	500
Newspaper Article	Stratford Journal	925
Career Education Advisory Committee Meeting	NCTI	15

TABLE VII CONTINUED

Type of Publicity	Location or Placement	Number Involved*
Sectional	UW-Stout Guidance Conference - Menomonie	40
Sectional	Wisconsin Career Education Task Force Meeting	12
Group Meeting	Wisconsin Consortium	32
Flyer	Guide and Materials Available from my Project	200
Group Meeting	Advisory Committee Meeting	15
	Total number involved	100,599

* Some numbers for large group meetings are approximate

TABLE VIII

Second Quarter December 1974
Public Relations

Type of Publicity	Location or Placement	Number Involved
Newspaper Articles	Wausau Daily Record Herald (Circ.) 27,700	27,700
Flyers (Future Shock Film)	Social Services agencies, schools, grocery stores, mailing list in Wausau	200
Flyers (Career Decision-Making)	Social Services agencies, schools, grocery stores, mailing list in Wausau	200
Flyers (American Pie Class)	Social Services agencies, schools, grocery stores, mailing list in Wausau	2,000
Flyers (Panel on Opportunities for Women)	Social Services agencies, schools, grocery stores, mailing list in Wausau	500
"55" Feedback Radio Show, radio announcements, and television	Wausau - WSAU - Seventeen counties 69,200 (Estimated listening audience)	69,200
Bookmarks	Marathon County Library	1,850
North Central Technical Institute Career Education Newsletter	North Central Technical Institute, District Public Schools, Other Career Education Projects, Wisconsin Technical Schools, Cooperative Educational Service Agencies, Department of Public Instruction, and other leaders in Career Education	650
Target (North Central Technical Institute Newsletter)	North Central Technical Institute employees, Vocational Districts, State office, retired employees of NCTI	300
Mailing Lists	Information on panel discussion and two class meetings	103 +
Phillips "Bee"	One article Phillips "Bee"	5500
	Total Possible Persons Reached	108,203

WAUSAU DAILY RECORD-HERALD

FRIDAY, OCTOBER 18, 1974—

Career development help now available

People looking for help in establishing a career, now have a place to turn.

The federally funded Career Education Project, located at the North Central Technical Institute, offers people of all ages help in developing a career. Peggie Mallery, a career education consultant working with the project, explained the program before the Kiwanis Club of Greater Wausau Thursday evening at the Elks Club.

"We try to help the unemployed and the underemployed," Mrs. Mallery said. "By underemployed I mean people who have a job, but are not satisfied and would like to find a new career. Career development is a lifelong process and individuals regardless of age or position may want additional information or counseling."

The project has a staff of six and another person on the Antigo Technical Institute campus. In addition to its work with adults, the project also works with teachers and counselors to expand career development activities in kindergarden through the 12th grades in the areas of self - awareness, career awareness and decision - making.

Attempts also are made to make women more aware of the wider variety of careers offered to them. A series of quarterly seminars on this subject will begin at 7:30 p.m. on Oct. 29 at the Marathon County Public Library.

Persons desiring help in career development can contact the project office by calling North Central Technical Institute at 675-3331.

—

The Daily Herald

Tuesday, April 6, 1976

Assertiveness Training Workshop held in Merrill

MERRILL — People have a right to feel anger; to feel concern. They also should express their feelings, to let others know how they feel.

These are some of the statements brought out at the Assertiveness Training Workshop held Saturday at Les & Jim's.

Peggie Mallery, career education counselor at North Central Technical Institute, Wausau, conducted the program which was sponsored by the Mayor's Commission on the Status of Women.

Some components in assertive behavior mentioned were eye contact, body posture, gestures, facial expressions, voice tone, timing and content.

Ms. Mallery defined assertive, aggressive and non - assertive behavior.

Assertive behavior is that type of interpersonal behavior in which an individual stands up for her - his own interpersonal rights in such a way that the rights of the other person are not violated. It is a direct, honest and appropriate expression of one's thoughts, feelings and opinions. It communicates respect for the other person as well as for one's self.

Aggressive behavior is that type of interpersonal behavior in which an individual stands up for her - his own interpersonal rights in such a way that the rights of the other person are violated. The purpose of aggressive behavior is to dominate, humiliate, or put the other person down. It is frequently a hostile over - reaction to a situation. It communicates a lack of respect for the other person.

Non - assertive behavior is that type of interpersonal behavior which enables the person's interpersonal rights to be violated by someone else. It is often characterized by over - apologizing and self - effacement. It often involves sending double messages.

Assertive rights include: "Judge your own behavior and be responsible for your judgment. You do not have to offer reasons for your behavior. You have a right to decide if you want to involve yourself in solving other people's problems. You have a right to change your mind (and are not irresponsible if you do). You have a right to make mistakes and be responsible for them.

Also, "You have a right to say 'I don't know'. You don't have to be liked by everyone to deal effectively with others. You have a right to be illogical in making decisions, your feelings play an important role. You have a right to say 'I don't understand' and 'I don't care'."

Rewards for assertive behavior include: Increased self respect and self worth, individual responsibility, being in charge of interpersonal relationships, spontaneous and less inhibited feelings, elimination of psychosomatic illnesses.

Mon, May 3, 1976

It's a Date

GUILD of Salem Lutheran Church, Wausau, Wednesday, 2 p.m., fellowship hall, church.

WAUSAU Singles, softball, Tuesday, 6:30 p.m., corner of Alderson and Neupert, Schofield.

SOLO Parents, Tuesday, 7:30 p.m., Wausau YWCA. Peg Mallery to be the speaker. Open to guests.

TARGET

Excellence in Vocational-Technical Instruction

August 15, 1975

CAREER DEVELOPMENT WORKSHOP ANNOUNCED

A career development workshop sponsored by the NCTI Career Education Project personnel, will be held at NCTI, August 18-22. The purpose of the workshop is to help educators devise methods to incorporate career education concepts into their regular curriculum or to formulate a district or school plan for career education implementation. A large array of career education media materials appropriate for all grade levels will be on hand. The UW-Stout will grant two graduate or undergraduate credits for completion of the workshop. Dr. J. Patrick Wagner, Career Education Specialist from UW-Stout, will act as director of the sessions. Several other resource persons will also be available including members of the NCTI Career Education Project staff. More information and enrollment forms are available from Lois Gilliland, Associate Career Education Project Director at NCTI. Enrollment can also be made at the first session, which starts at 9 A.M., Monday, August 18, 1975, in Room 151 at NCTI.

....

TO: WRIG, WIFC, WSAU, AND WXCO Radio Stations

SUBJECT: Occupational Opportunities and Trends for Women

DATE: October 23, 1974

ANNOUNCE: Friday, October 25 through Tuesday Nov. 5, 1974 (if possible)

A panel discussion, Occupational Opportunities and Trends for Women in the Wausau Area, will be presented by personnel and placement leaders in Wausau on Tuesday, October 29 in the Wausau Room at the Marathon County Library.

The program which is open to the public will include information on traditional and non-traditional career opportunities, educational opportunities and employment application techniques for women. There will be no admission charge.

This program is sponsored by the Career Education Project at North Central Technical Institute. In addition to programs of this type, qualified members of the staff are available to assist individuals of all ages with career development information.

For further information, contact the career education office at North Central Technical Institute at 675-3331, Ext. 210.

CAREER EDUCATION

Are you satisfied with the job you now have, or don't have? Would you like to find out more about yourself in relation to the world of work? Are you a man or woman who is interested in entering the job market? Are you the parent of a teenager who is undecided about his future educational or occupational plans? Would you like more information on current employment trends?

If any of the above questions interest you, opportunities to discuss them are now being made available to you right in your local library. Group or individual programs are being planned at the Marathon County Library for mid-career adults, teenagers, women, and retired persons.

If you would like more information on this service contact the following

CAREER EDUCATION OFFICE
at

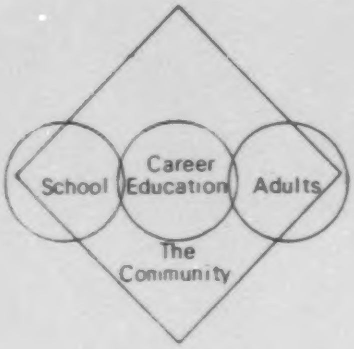
NORTH CENTRAL
TECHNICAL INSTITUTE
675-3331 Ext. 210

or

MARATHON COUNTY PUBLIC LIBRARY
845-7214

SERVICES OFFERED

- Information about educational and occupational opportunities
- Career exploration
- Self-appraisal
- Free materials re:
  - Knowledge needed to obtain work
  - Self-appraisal
  - Career exploration
  - Job opportunities
  - Educational and training requirements
- Financial Aids information
- Educational benefits for Veterans
- High School Equivalency Diplomas
- Individual and Group Career Counseling



SPECIAL NOTICE

NCTI CAREER EDUCATION PROJECT PRESENTS:

A NEW EXCITING PROGRAM OF CAREER INFORMATION FOR ADULTS

THE AMERICAN PIE FORUM

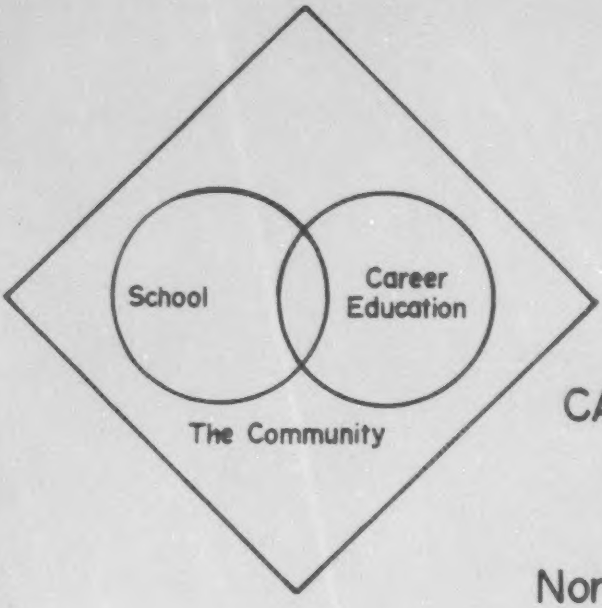
FILMS — DISCUSSION — MATERIALS

STARTS WEDNESDAY, NOVEMBER 14, 1974 AT 7:30 P.M.
AT NORTH CENTRAL TECHNICAL INSTITUTE
IN STUDIO B

WEEKLY SESSIONS WILL BE HELD

OPEN TO THE PUBLIC

FREE OF CHARGE!



Develop your own curriculum while you earn two(2) graduate credits from U.W.- Stout. Attend the:

CAREER DEVELOPMENT EDUCATION WORKSHOP

August 12-16
North Central Technical Institute- Wausau

This one week workshop, with graduate credit offered through University of Wisconsin-Stout, will provide you with an opportunity to develop your own curriculum with the help of career education consultants and a wide range of materials dealing with career development education. The workshop goals and objectives remain flexible to meet the needs of individual educators like yourself.

YOUR INPUT WOULD BE GREAT — PLEASE COME

TO HELP WITH THE PLANNING OF THIS WORKSHOP, PLEASE RETURN THE FOLLOWING INFORMATION TO:

Ms Ruth Hase
Career Education
North Central Technical Institute
1000 Schofield Avenue
Wausau, Wisconsin 54401

NAME ______________________________
ADDRESS ______________________________
GRADE AND/OR SUBJECT ______________________________

I am planning to attend: please send specific information.
I am interested: please send more information.

PLEASE RETURN BY JULY 26th ; LIMITED ENROLLMENT.

NCTI CAREER EDUCATION NEWS

Vol. 2, No. 1
September, 1975

Lois Gilliland
Editor

Published monthly through the career education project, North Central Technical Institute
1000 Schofield Avenue, Wausau, Wisconsin 54401

NOTE FROM THE EDITOR

Welcome back! Hope you all had a pleasant summer.

Although we have had some changes in our staff members, we are anxious to get started with our activities for the year. We will soon be calling for an appointment with school personnel to make plans to assist each school district. We hope to introduce a more efficient plan of assistance this year.

We are also making plans for our adult counseling to assist groups such as the adult basic education students. We hope that if you have a group that needs career information or self improvement activities that you will contact us.

If you have current needs please call the career education office at 675-3331, Ext. #210.

NEWS OF OUR STAFF

By Lois Gilliland

Roger Zerrenner has left our staff to join an ADVOCAP Program in Oshkosh (see newsletter article.) We hope he is settled and happy in his new job.

We are delighted to welcome Kathy Morris and John Brasch to our career education staff. The major responsibility of Kathy and John will be working in the public schools to promote the implementation of career education.

Kathy has a B.A. degree from St. Olaf College and a M.A. degree from UW-Madison. In conjunction with her undergraduate degree, she spent six months in Asia. She has had experience as a history teacher in St. Paul Public Schools. Before joining the career education project, she was a member of the NCTI Research and Development staff.

John has a B.S. degree from Northland College and a M.A. degree from Mankato State College. He has had experiences as a coach, and physical education teacher at Newman High School in Wausau, and guidance counselor in the Orlando, Florida Public Schools. He is married and has three children.

Congratulations to Peg and Tuck Mallery on the arrival of their baby son. Peggie will be returning to the project on a part-time basis later in the fall.

CAREER EDUCATION WORKSHOP

By Ruth Hase

During the week of August 18, a career education workshop was held at North Central Technical Institute for seventeen area teachers from Wausau, Stevens Point, Mosinee, Wittenberg-Birnamwood, Lomira, and Schofield-Rothschild. The teachers earned two graduate credits from University of Wisconsin-Stout. The university's staff member, Dr. J. Pat Wagner, led the workshop in cooperation with career education consultants.

During the week teachers from Augusta and Mondovi shared their experiences in career education classroom techniques. A panel discussion on current employment trends and observations was presented by Pam Fullerton of Wisconsin Job Services; Rose Kimmel of First American National Bank; John Cook, Manpower Specialist; Raymond Lisieki of Marathon Cheese; and Jim Vilandrer of North Central Technical Institute.

The films, "You Pack Your Own Chute," and "Future Shock", were shown to the group.

Each teacher researched and wrote a career education project, which can be implemented in their classroom curriculum.

FUTURE ACTIVITIES

September 25 - "Women Today: Changing Roles and Goals" program to be presented at the Wausau Y.M.C.A. at 10:00 a.m.

September 26 - In-service: Faculty of Stratford Public High School, grades 7-12 from 8:30 a.m. to 3:00 p.m.

September 18 - Advisory Committee Meeting at 10:30 a.m.

September - Consultant visits to local school administrators.

October 16, 23, 30 - Assertiveness Training Workshop for Y.M.C.A. members - 10:00 to 11:15 a.m.

ASSERTIVENESS WORKSHOP

By Peggie Mallery

Ruth Hase and Peggie Mallery conducted an "Assertiveness Training Workshop" for 38 women from Wausau and the surrounding areas on June 23 and 24. The program was co-sponsored by the NCTI Career Education Project and the UWMC Women's Resource Center.

The five-hour workshop provided women with cognitive information on assertive behavior and helped them begin to develop a belief system in their individual rights. A series of activities allowed women the opportunity to practice assertiveness behavior responses. The movie, Assertiveness Training Part II, was used to demonstrate some situations that people may have a difficult time handling assertively. Women were encouraged to practice assertive behavior whenever they felt comfortable with it. Many women demonstrated a high degree of assertive behavior response patterns to many situations. The group however agreed that we all need practice in this area, which involves effective communications whereby the individual's rights and other person's rights are not violated. Many of the women expressed an interest again for more intensive practice.

CAREER PROGRAM FOR ADULT BASIC EDUCATION

By Lois Gilliland

Career awareness has been added to the curriculum of the adult basic education program at North Central Technical Institute. In addition to instruction in the basics of reading, arithmetic, writing, oral communication, and spelling, adults will be assisted with "coping skills" as consumerism, social skills, and career planning. Ruth Hase of the career education staff will be responsible for the career counseling.

The classes are free. There are no educational requirements for entry. Students range from little or no formalized education to completion of high school with deficiences in areas stressed in the ABE program. Some students may not know how to read or write while others enter the classes for a "brush-up" on their basic skills. For this reason the classes are highly individualized to meet the needs of each student.

Some of the benefits from the program include improvement of basic educational skills, "coping skills", career development, and self concept. Opportunities offered by the sessions include chances to meet new friends and experience new social situations, to work toward the G.E.D. (High School Equivalency Diploma), to prepare for citizenship, to get a job or apply for better employment, to learn to speak English, to obtain a better educational background, and to improve self confidence.

If you know of someone who would benefit from this program, please let us know. Call Lois Gilliland at 675-3331, Ext. 210.

WITH UNEMPLOYMENT rising at such an alarming rate, elephants aren't the only ones willing to work for peanuts.

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MEDFORD AREA RESOURCE GUIDE

By Roger Zerrenner

After a number of meetings involving representatives from the Medford Area Chamber of Commerce, UW-Center-Medford, Medford Job Services Office, Medford Area Public Schools and N.C.T.I.'s "Career Education Project", the Medford Area Resources Guide has been completed During their August In-service, approximately 220 teachers in the Medford Public Schools received a copy.

We are most appreciative of the support and cooperation received during the process of putting this guide together. Out of approximately 215 employers in the Medford Area, we have obtained the involvement of 74 employers after just one mailing. The high percentage of returns and quality of response is attributed to the inclusion of local agencies and individuals in the process of "brainstorming" ideas for the guide, planning it, and actually doing it.

If anyone reading this article would like to see the "Medford Area Resources Guide", please contact the Career Education Project at NCTI.

NOTE FROM ROGER ZERRENNER

During the past two years I have worked as a Career Education Consultant in a Federally Funded Project operated our of North Central Technical Institute. Beginning August 1, I will be working in an ADVOCAP Program entitled, "Supported Work Program", Gruenhagen Hall, UW-Oshkosh.

This program will be working with people who have had mental and/or emotional problems. We will do our best to identify where the person is at when they come to us or are referred, and then assist them with their personal and professional lives. One of the important factors is that the level of stress will be gradually increased as the client is able to cope. I would appreciate keeping in contact with the many people whom I've come to know, respect and care for during the past two years.

CAREER EXPLORATION FOR YOUTH

By Peggie Mallery

A total of 166 Youth Work Experience students from the surrounding area participated in career exploration activities at the summer Career Exploration Workshop, June 11-13, held at North Central Technical Institute. The students were given hands-on exposure to 13 career clusters and two career planning units in those areas that they chose to explore. Most of the youth attending the workshop were between 15 and 17 years old and had not participated in last year's summer workshop. The workshop took five hours per day and youth were paid for their time spent at NCTI just as they would have been for working. The money for their pay was funded through CETA.

The workshop was sponsored and coordinated by the Career Education Project, and CESA #7 was instrumental in organizing and paying the students who attended.

Students completed evaluations at the end of the workshop. The responses were very positive toward workshop experiences, and approximately 75 percent of the participants felt that it helped them to prepare for their futures. Students perceived benefits from the workshop in four areas: career planning, exploration, high school course selection, and individual interest clarification.

Follow-up activities for the participants are being planned for the 1975-76 school year. These may include personal interviews with the students and more in-depth exploration in students' interest areas.

A third summer Career Exploration Workshop will be considered for next year.

The best way to knock the chip off a fellow's shoulder is to pat him on the back.

****

**** NCTI CAREER EDUCATION NEWS ****

Vol. 2, No. 2
October, 1975

Lois Gilliland
Editor

Published monthly through the career education project, North Central Technical Institute
1000 Schofield Avenue, Wausau, Wisconsin 54401

NOTE FROM THE EDITOR

Recently we have completed our yearly initial visit to the twenty school districts which we serve through the career education project. The visits were quite fruitful due to the exchange of ideas which occurred. Comments made by administrators illustrating ways in which we could more effectively serve their school district and community were especially helpful.

The increased enrollment in the adult basic education program, which includes twenty-one Vietnamese refugees studying English as a Second Language, is keeping the career education staff busy with adult career counseling. These adults have been visiting classes at North Central Technical Institute to become more aware of career options available. We certainly appreciate the cooperation of NCTI instructors in this endeavor.

****

DATES TO REMEMBER

October 8 - Meeting of contact persons in Phillips at 2:00 p.m.

October 8 - "Women Today - Changing Roles and Goals" - presented to faculty wives of John Muir Junior High

October 9 - Meeting of contact persons in Wittenberg at 2:00 p.m.

October 15 - Meeting of contact persons at NCTI at 2:00 p.m.

October 16 - Meeting of contact persons in Medford at 2:00 p.m.

October 16, 23, and 30 - Assertiveness Training Workshop at Y.M.C.A. from 10:00-11:15 a.m.

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NEW INSERVICE IMPLEMENTED

By Kathy Morris

On September 26th, a new approach in teacher inservice was initiated at North Central Technical Institute. Twenty-six teachers from the Stratford school system (grades 7-12) were bused in to participate in a variety of activities geared to expose them to the world of work. The day's activities began with the film, "You Pack Your Own Chute", followed by a tour of North Central Technical Institute. The events of the morning culminated with a panel discussion: Employment Trends: How Schools Can Help the Student in the Decision-Making Process. Members of the panel lending their observations were: Don Abbott, Drott; Pam Fullerton, Job Services; John Cook, Manpower Planning; and Jim Vilendrer, NCTI.

The afternoon was spent touring the Wausau Paper Mills Company at Brokaw. This tour was highly effective in giving the teachers insight into jobs with which they were unfamiliar, or had only read about.

As several other schools have indicated interest in this type of approach, it is hoped that this inservice will serve as the forerunner of many more of its type.

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"Genius is one percent inspiration and ninety-nine percent perspiration."
Thomas Alva Edison

Cooperation would solve most problems. For instance, freckles would be a nice coat of tan if they'd get together.

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ADVISORY COMMITTEE MEETING

By Lois Gilliland

Thirteen persons participated in the first quarter career education advisory committee meeting at North Central Technical Institute on September 17. The group was welcomed by Dr. Russell Paulsen who also introduced the new career education consultants. Slides of the Youth Work Experience Workshop were shown and explained by Lois Gilliland.

A group discussion was held on the goals and objectives of the project for the coming year. These included the involvement with adult basic education and English as a Second Language in adult counseling and the new approach to school inservice through the contact person at a monthly meeting.

At this point the group divided. Representatives from Community Action program and Marathon County Social Services discussed various needs and interests with a career education consultant while the group of school representatives discussed inservice, classes for university credit, and plans for the coming year.

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Y.M.C.A. PROGRAM

By Peggie Mallery

"Women Today- Changing Roles and Goals" was the topic of a program given at the Wausau Y.M.C.A. on Thursday, September 25. Some of the issues touched upon included new choices for women at home and work, stereotypes: myths or facts?, career education and the parents' roles, and some effects of the women's movement. Materials were available dealing with these subjects and many women browsed through these following the talk and filmstrip. The NCTI career education project was explained and our services clarified for the audience.

Most of the women who attend these programs enjoy sharing their feeling and ideas on the subject. The same topic will be the focus for the John Muir Middle School faculty wives in October.

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CAREER COUNSELING FOR ADULTS

By Ruth Hase

Presently fifty-nine adults enrolled in adult basic education, English as a Second Language, and an alternative for high school classes at NCTI - Wausau, are receiving counseling through the career education project. Many other adults request career counseling through referrals from community agencies or self referral. Clients come to the counseling sessions with a variety of social histories, and career aspirations. This service is designed for a group that is poorly served by traditional methods.

Planning, preparing for, and finding a career can be a difficult experience. Not only are individual life situations and the demands of the work world constantly changing, but career development itself is a complex process. Unfortunately, most adults try to manage this process on their own because they have little or no access to the kinds of comprehensive career education and counseling services that could help them develop the necessary skills. The situation is especially difficult for adults who spend much of their time at home and therefore have little contact with sources of career related information and assistance.

Most clients express similar needs for the following: 1) A better understanding of their own interests, abilities, values, and goals; 2) Facts about career trends, opportunities, and requirements; 3) Information about the available education and skill training opportunities; 4) Information about sources of help in such related problem areas as financial support, discrimination, child care, and testing; and 5) Help in developing and implementing career plans.

The service is available to anyone interested in career development. If you desire career counseling, or know a person for referral, contact the career education office at 675-3331, Ext. #210.

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CURRICULUM AND METHODS IN CAREER EDUCATION CLASS

The class, Curriculum and Methods in Career Education, will be offered at your school upon request provided ten teachers are willing to participate. Scheduling is flexible according to the needs of the group. Two graduate credits will be granted from UW-Stout at a total cost of $81.

The course is designed to familiarize the student with the career education movement, its concepts, objectives, techniques, and effects on our society. It will include investigation of ways to incorporate occupational, educational and personal-social information into the school curriculum (K-12); preview and/or development of career education materials; investigation of programs of community involvement in career education; and the definition of individual roles in career education.

The class is geared to meet the needs of each educator. Each participant will develop a unit or materials which can be used in the classroom. If you wish more information, call Lois Gilliland at 675-3331, Ext. #210.

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GROWING OPPORTUNITIES

Careers in agribusiness and marine science offer exciting opportunities in a wide variety of jobs, including research and development, production, processing, marketing, storage, and distribution. For those interested in helping to fill the world's empty food bowls, the challenge is immense and rewarding.

Quote from: Career World, Vol. 4, No. 1 September, 1975.

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SCHOOLS VISITED

By John Brasch

During the past three weeks, superintendents and contact persons at Park Falls, Phillips, Prentice, Rib Lake, Medford, Abbotsford, Colby, Antigo, White Lake, and Merrill have been visited by this consultant.

The implementation of career education in the elementary, junior high school, and senior high schools was discussed with the various contact personnel in their respective schools. Many schools have already expressed a desire for materials. Therefore, a master calender is being prepared so that all schools can be given equal opportunity to use all materials available.

The career education staff at NCTI would like to thank the administrations of the schools involved for their positive attitudes and cooperation shown.

****

CLUSTER MEETINGS FOR SCHOOLS

By Lois Gilliland

Recently administrators from the career education project school districts were requested to send one or more contact persons to a monthly meeting. Each session will include representatives from three or more districts chosen because of geographic location. The first meeting will be used as a planning meeting for the remainder of the year's activities. Later agendas will cover such subjects as field trips, curriculum infusion, media usage, articulation, career exploration, inservice and use of resource persons. Other areas will be reviewed as requested by participants in the group.

Through this arrangement the contact person will be able to act as a liason between project consultants and school personnel. With this plan, it is hoped that consultant time will be used more efficiently while offering appropriate services to meet the needs of each district.

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**** NCTI CAREER EDUCATION NEWS ****

Vol. 2, No. 3
November, 1975

Lois Gilliland
Editor

Published monthly through the career education project, North Central Technical Institute
1000 Schofield Avenue, Wausau, Wisconsin 54401

NOTE FROM THE EDITOR

Occasionally we find when visiting a school district or adult service agency, that everyone is not aware of the services which are offered through the career education project. Listed below are some of the ways that career education consultants can assist you.

Services offered to schools:
- Teachers' inservice (workshops, classes, etc.)
- Coordination of field trips and resource persons
- Classroom demonstrations
- Coordination of teachers' meetings for idea exchange
- Bringing and recommending materials
- Assisting in curriculum writing
- Individual assistance
- Career exploration workshops
- Articulation activities
- Displays or career meetings for parents

Services offered to rural disadvantaged adults:
- Individual counseling
- Small group counseling and meetings
- Career exploration field trips and workshops
- Interest tests
- Tours of NCTI
- Referral to other agencies for help
- Large group programs
- Joint programs with social service and community agencies.

The above listing is somewhat general. If you would like more specific information or a unique type of assistance, please call Lois Gilliland at 675-3331, Ext. 210.

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NATIONAL CAREER GUIDANCE WEEK

NOVEMBER 16 - 22, 1975

EDGAR TEACHER INSERVICE

By Kathy Morris

Thursday, October 30, 1975, Edgar Public Schools held a teacher inservice devoted to the subject of curriculum planning. The career education staff attended this inservice on a consultant basis. The major thrust of the curriculum planning was to provide for scope, sequence, short and long range planning, and evaluation in each specific area of instruction. In order to promote a greater exchange of ideas, teachers broke into small subject matter groups consisting of teachers from grades K-12, with K-5 teachers having the option to choose the subject area in which they wanted to work. Consultants were invited to join these small groups and to infuse suggestions for career education implementation wherever possible. The consultants felt that this was highly beneficial for all involved, and particularly felt that this approach gave them a better insight into the philosophy and goals of the Edgar Public Schools, which allows them to work more effectively with the teachers.

****

COLBY

By John Brasch

An administrative meeting was held recently at Colby High School. Present were the superintendent, elementary supervisor, high school principals, guidance personnel, and two career education consultants. Plans for implementation and services available from the North Central Technical Institute career education project were presented as a part of the regular monthly session. The administrators agreed to have the district involved as a pilot program. The junior and senior high school and Unity Elementary school will be used as pilot schools. We here at North Central Technical Institute are looking forward to having an opportunity to provide the Colby school system with our services.

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EAU CLAIRE TOUR

By John Brasch

Recently I made a trip to the city of Eau Claire to visit the public school system. Of course, I had a particular interest in the implementation of career education into their curriculum. To say the least, it was a very enriching day. I was treated very courteously, and everyone was very helpful.

Mr. C. Stanford, Administrative Assistant, met me at the Board of Education building. After a short update and phone call by him, I was off to Central Junior High School. There I met the principal, Mr. Michealson, who explained how their mini-course system works along with its good and bad points. At Central Junior High School, I was introduced to Mr. L. Bennett, guidance counselor. Our discussion was mainly one of whether there was general student and instructor acceptance of the mini-program.

There seemed to be a positive feeling among nearly all instructors,and of course the students think its great. The one drawback seems to be scheduling,which is very tricky even though they are on a modular system.

Mr. Bennett introduced me to Mr. Bates, who is a political science instructor. Presently he has incorporated into his class a three-week career education unit. He will be doing this in December. He also uses a packet system (about three weeks per packet) with his students along with their regular class work. These packets are not used in any way for grades, which saves the instructor extra work. I found everything very organized and professional and would recommend a visit to the Eau Claire Public Schools to all those interested in implementing career education into their curriculum.

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A fault recognized is half corrected.

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There is nothing so easy but that it becomes difficult when you do it with reluctance.

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ADMINISTRATORS WORKSHOP

A questionnaire pertaining to a career education workshop has been sent to administrators of the twenty school districts involved with the career education project. Administrators were requested to indicate their choice of activities, location, and date for the session. Results will be compiled so that participants will have direct input into planning the meeting.

The session will consist of a one day meeting to be held in early December. The purpose of the workshop will be to demonstrate to participants ways in which they can promote and implement career education within their district as a part of the regular curriculum on a limited budget.

****

FUTURE ACTIVITIES

Nov. 3 - Career Education display in Merrill at faculty meeting at 3:00 p.m.

Nov. 4 - Talk for elementary teachers in Colby at 3:00 p.m.

Nov. 5 - Contact meeting at Phillips at 2:00 p.m. (includes Park Falls and Prentice)

Nov. 6 - Presentation and display for ninth graders at Park Falls from 9:00 a.m. to 3:00 p.m.

Nov. 11- Contact meeting at Medford (includes Rib Lake, Athens, Abbotsford) at 2:00 p.m.

Nov. 13- Contact meeting at Wittenberg at 2:00 p.m. (includes Antigo, White Lake, Bowler & Rosholt)

Nov. 12- Contact meeting at NCTI at 1:30 p.m. (includes D.C.Everest Marathon and Mosinee)

Nov. 21- Tour of North Central Technical Institute at 9:00 a.m. by the Trinity Lutheran School in Merrill.

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PILOT SCHOOLS

By Lois Gilliland

In order to determine the impact of career education with students in the public schools, a revised evaluation plan has been devised by project staff and third party evaluators. To get a more accurate measurement of the effect of career education activities, it was agreed that more comprehensive attention to certain students was necessary. It was decided that four school districts should be used for this more specific evaluation.

Through the assistance of the third party evaluation team the following districts were chosen as pilot schools to be evaluated in grades 3, 6, 9, and 12: Edgar, Merrill, Colby and Stratford Public Schools. Consultants will visit these districts approximately one day per week to assist teachers. A variety of services will be offered according to the needs and requests of the teachers. These services are also available upon request to all of the school districts within the project.

A pre-test and a post-test will be administered to students in one elementary school and to one-half of the students in the ninth and twelfth grades in each of these districts. The Career Education Cognitive Questionnaire K-3 and 4-6 from the University of Minnesota and Self-Observation Scales, Primary and Intermediate Level from National Testing Service, Incorporated will be used with elementary students. The Assessment of Career Development from Houghton-Mifflin Company will be used with high school students.

Results will be sent to testing centers for computation. These results will indicate growth of students, career areas which need more stress, success of specific activities, and overall impact of the complete program.

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It is not in doing what you like,
but in liking what you do that is
the secret of happiness.
James Barrie

HIGH SCHOOL STUDENTS AT NCTI AND CAREER DEVELOPMENT

By Ruth Hase

(Editor's Note: Ms. Hase is current doing career counseling with 14 high school students attending NCTI as a part of an alternative educational program contracted through the Wausau Public Schools.)

Many students want to know: "Must everything be planned?" "Why can't things just happen?" "Why do you have to plan a career?" "Why can't you do your own thing?" Through career education activities at NCTI, students are gaining more insight with respect to these problems.

Exploration, understanding, and action are the ingredients of a lifelong living and learning process, which is what career education is all about. The purpose of career education is to equip students with the skills they need in choosing a career for themselves.

Students at North Central Technical Institute are learning about career alternatives available to them. This process involves finding different sources of career information; exploring required activities of their occupational choice; acquiring functional information and relevant values for choosing occupations. As a result, the students will be able to make more systematic and quantifiable career choices. This career development gives impetus to their achievement as students, as employees, and above all, as human beings.

The goal for the program at North Central Technical Institute at present is exploration - to get these students to explore themselves in the areas of their concern. To facilitate the students' development opportunity is provided to explore the programs at NCTI, to take field trips to area industries, to hear speakers in various careers, and to seek information through a variety of audio-visual resources.

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**** NCTI CAREER EDUCATION NEWS ****

Vol. 2, No. 4
December, 1975

Lois Gilliland
Editor

Published monthly through the career education project, North Central Technical Institute
1000 Schofield Avenue, Wausau, Wisconsin 54401

NOTE FROM THE EDITOR

During the first semester much of the emphasis in adult counseling has been on individual counseling with adult basic education students, Vietnamese in the English as a Second Language class, and students in the alternative to high school class on the NCTI-Wausau campus. Approximately 75 of these students have received career counseling and assistance from project staff.

Presently we are planning for the adult career activities for second semester. One of the options which we are considering is a career exploration workshop for adults. The format for the meeting would be similar to the workshop which was held for Y.W.E. youth (article in this edition). However, the meeting will last for only one day.

Adults would be given the opportunity for hands-on exploration of several occupational areas. An interest test will be administered as appropriate to the needs of participants. There will be no charge for the sessions.

We would appreciate comments or suggestions relating to this type of workshop for adults. It is important that we determine interest in the project before doing extensive planning. If you know of persons who would benefit from such a workshop, please contact Lois Gilliland, at 675-3331, Ext. #210.

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May the magic
of Christmas
last all year!

CAREER COUNSELING THE VIETNAMESE AT NCTI

By Ruth Hase

There are presently thirty Vietnamese refugees enrolled in English as a Second Language class receiving career counseling services at NCTI through the career education project. A large number of these Vietnamese speak some English. Several, however, speak almost no English. (Their own language is tonal using levels of pitch to make distinctions in meaning.)

Many of the Vietnamese here are well educated and had status in their homeland;some were wealthy. The Vietnamese have been uprooted from places where they had family ties dating back hundreds, in some cases, thousands of years. They are now anxious and upset. Many have been separated from family members. The majority of the refugees identify themselves as Buddists. Their culture places a high premium on disciplined acceptance of things as they are. Complaints are rarely heard. They are used to a monsoon climate with rather consistant average temperatures of 77-86.

Attempts are being made to help the refugees get placed on jobs or post-secondary education drawing on their experiences in Vietnam. A few have been placed in various jobs, and employment is being sought for others in the Wausau area. Several Vietnamese are presently being evaluated and counseled for entry into programs at NCTI or UW-Marathon Center. Few have school records or credentials of any kind with them. All need financial aid to enable them to pursue schooling. Some economic classes have been organized for the women (and men) to help them with basic food, clothing, and child care problems. There is a need for volunteer services.

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TOUR OF NCTI

By Kathy Morris

As the introductory step to a classroom unit on career exploration, 29 eighth graders from Trinity Lutheran School in Merrill were bused into North Central Technical Institute on Friday, Nov. 21. The morning's activities began in the TV studio with a slide presentation that informed the students about the various program offered here at NCTI. This was followed by a brief question and answer period conducted by Jim Hanson of Student Services.

The group was then divided into three sections and each went with a consultant for a tour of the building. This activity was particularly beneficial, as the curiosity of the students produced many questions about this institution and careers in general. Very few of these students were aware that NCTI is as large as it is and that such a variety of programs are offered. Hopefully, many more students of this age group will have the opportunity to participate in similar activities, as this is a crucial age with respect to formulating ideas about various occupations.

****

PRESENTATIONS & DISPLAY AT PARK FALLS HIGH SCHOOL

By John Brasch

On November 6, a classroom presentation and a display of North Central Technical Institute's course selection, as well as, career education materials were presented by Kathy Morris and John Brasch in the Lincoln High School at Park Falls.

The classroom segment was presented to the Frosh English classes. The presentation was a value clarification of certain careers and a film entitled, "Where the Action Is". Both seemed to be well accepted by the students. The library display was also accepted as there were many inquiries by students throughout the day. All in all, it was an enjoyable day, and the staff look forward to future presentations. If any district schools would desire a similar program, please feel free to write or call, as it would be our pleasure to provide one.

****

DATES IN DECEMBER

Administrators' Workshop, Holiday Inn, December 3 from 9:30 a.m.-3:00 p.m.

Tour of Lincoln Boys School by Merrill Jefferson School on Wednesday, Dec. 3 at 2:45 (Coordinated by John Brasch)

NCTI Contact Meeting (Includes Marathon, D.C.Everest, and Mosinee) Wednesday, December 10 at 1:30 p.m. in Room 163.

Tour in Wausau of WSAU, Wausau Daily Herald, and General Telephone by Unity School in Colby, on Friday, December 12 at 9:30 a.m. (Coordinated by John Brasch)

Consultant visit to schools December 1 through December 19 (alternative to contact meetings for December)

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NEW FILMS AND FILMSTRIPS

F/500	I Want to Work for Your Company
F/501	Person to Person, Making Communications Work for You. (Films-Upper Elementary-Adult) Hollywood: Sandler Institutional Films, 1975.
Fs/S 022	Career Values: What Really Matters to You?
Fs/S 023	Careers and Life Styles - Part I
Fs/S 024	Careers and Life Styles - Part II
Fs/S 025	Job Attitudes: Liking Your Job and Your Life.
Fs/S 026	The Changing Work Ethic.

Pleasantville: Guidance Associates (Filmstrips-High School-Adult) 1974.

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WORKSHOP FOLLOW-UP

by Peggie Mallery

Last June 150 high school students in the Youth Experience program participated in a Career Exploration workshop held at North Central Technical Institute. During the three-day workshop, students explored a variety of career areas through various media and "hands-on" activities. The career education project staff at North Central Technical Institute was pleased that the results of student evaluations showed positive feelings on the part of the students toward their experiences here.

A follow-up survey with a random sample of 50 students is now being conducted. This follow-up is being done to facilitate students' career planning and to collect information to influence future workshop plans. In previous follow-up surveys, it was found that students did remember specific career-related experiences at the workshop and held positive attitudes about their experience as a whole. They became aware of the importance of and need to make realistic career plans.

In addition to the follow-up survey, the project staff hope to conduct more intensive career exploration activities with a few of the students who attended last summer. These activities would be related to specific career areas identified by the students and on an individual basis.

****

LOOKING AHEAD

The job market for welders looks great through the mid-1980's. The federal Labor Department expects "rapid employment increase" due to growth of metal working industries and a wider use of welding. About 27,200 openings are anticipated each year in the next decade. Welding is an occupation more women should consider as work that has flare.

DOWN THE ROAD

The outlook for careers in diesel engine appears good. The occupation is expected to grow at a faster than average rate. The U.S. Labor Department estimates annual job openings will be 4,500.

(From Career World, Nov. 1975)

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CONTACT MEETINGS

By Lois Gilliland

Contact meetings were held in November at Phillips, Medford, North Central Technical Institute, and Wittenberg by Kathy Morris, John Brasch and Lois Gilliland of the Career Education staff. Participants attending the meetings consisted of contact persons from the sixteen contact schools involved with the career education project.

Senior surveys were returned to the consultants. The results of these instruments will be tabulated to determine changes in student career decision-making in the past three years.

Discussion was held concerning the administrators' workshop which will be conducted on December 3rd. Comments were made concerning format and attendance at the meeting.

The UW-Stout Curriculum and Methods in Career Education class has been publicized in most of the school districts. Districts which have displayed most interest in the course are Phillips, Wittenberg, and D. C. Everest.

Several people requested materials to be used at the schools. These materials will be delivered to them at the next contact meeting.

A format for the January meeting was adopted. Most of the contact persons felt that they would like to bring representatives from their schools to hold an idea exchange. The Wittenberg cluster of schools chose to emphasize elementary school activities. The Phillips group decided information on placement would be an appropriate topic.

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The trouble with being a leader today is that you can't be sure whether people are following you or chasing you.

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****NCTI CAREER EDUCATION NEWS****

Vol. 2, No. 5
January, 1976

Lois Gilliland
Editor

Published monthly through the career education project, North Central Technical Institute
1000 Schofield Avenue, Wausau, Wisconsin 54401

NOTE FROM THE EDITOR

We have been delighted to receive many requests for more information about the adult component of our career education project. It seems that many vocational schools and junior colleges around the country are interested in offering this type of service to adults.

It has also been gratifying to receive more adult referrals from community service agencies for adult basic education and career counseling. We try to follow-up with these people with written material and a telephone call. If it is desired, we will also visit the potential student at home to acquaint him with the program. When the student is ready to enroll, he comes to class, fills in a simple enrollment form, and begins to work on the basic subjects (reading, communication, writing). As the student attends class, he is offered career counseling and/or exploration to meet his needs.

Recently, we have had requests to visit our project site from public school teachers, administrators, CESA staff members, and private school personnel. This gives the career education staff an opportunity to acquaint visitors with materials in the resource center, opportunities offered at NCTI, assist with curriculum construction and offer other forms of assistance.

If we can be of help to you with either adult counseling or educational inservice, please call Lois Gilliland at 675-3331, Ext. #210.

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COMMUNICATIONS TOUR
COLBY THIRD GRADE

By John Brasch

On Friday, December 12, the third grade students from the Colby Public School District came to Wausau for a tour of various communication businesses. Forty-nine third grade students, two third grade instructors, Mrs. Panko and Mrs. Johnson, and this consultant from the North Central Technical Institute career education project toured General Telephone Company, WSAU-TV (Channel 7) WSAU-WIFC-FM and the Wausau Daily Herald.

The field trip was planned and conducted so that students were made aware of the many jobs involved in the communications industry.

The tour took most of the day but during lunch break, the students were allowed to purchase their own lunches at Burger Chef. After lunch, the children went downtown to Pranges Department store to observe the animated Christmas displays in their windows (they wanted to see "Bruce the Spruce" but he was out for lunch at the time). The entire day went well for students as well as instructors and proved to be a very valuable experience.

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NEWS ARTICLES NEEDED

Do you have a career education project or activity which you would like to share with others? We would appreciate an article for the newsletter on any of these items.

If you would prefer having a member of the career education staff write the article for you, call the career education office and arrange for a consultant to interview you. Hope to hear from you soon.

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ADMINISTRATORS' WORKSHOP

By Lois Gilliland

On December 3, forty-one persons participated in a workshop conducted for public school and North Central Technical Institute administrators and coordinators. The group was welcomed by Russell Paulsen, Project Director of Career Education. A slide presentation of services and activities which are offered, was shown by Associate Project Director, Lois Gilliland, followed by a brief introductory activity by consultant, Peggie Mallery.

One of the highlights of the program was the panel discussion moderated by Dr. Paulsen and featuring Ray Lisieki, Personnel Manager of Marathon Cheese Corporation; Don Abbott, Supervisor of Training at Drott Manufacturing; Russell Berg, Manpower Supervisor at Job Services Office; and Maxine Anderson, Assistant Director of Employment at Employers Insurance. The discussion revolved around good and bad characteristics of employees entering the world of work. Ways that the schools and business community could cooperate in preparation of these individuals were also reviewed.

The keynote speech by Mr. Donald K. Dean, Executive Vice President Wisconsin Chapter, The Associate General Contractors of America, Incorporated, indicated the need for career education in shaping potential employees for the labor market.

Several participants took advantage of the optional tour of North Central Technical Institute which was offered.

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FEDERAL HIRING OF WOMEN RISING

Women hired by the federal government increased by 38,843 in the fiscal year ending October 31, 1974, Civil Service figures show. This advance continued the trend of recent years in which the goal of equal opportunity for women has been given government-wide emphasis. According to latest figures, women now hold 35% of federal white-collar jobs.

(Career World, Jan. 1975)

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MARATHON HIGH SCHOOL HAS UNIQUE VOCATIONAL ENGLISH COURSE

By Kathy Morris

Vocational English has been a part of the curriculum at Marathon High School for years. But it has been within just the last three years that this course has been altered and expanded significantly. With the assistance and support of the Marathon school system and the community, Ms. Elizabeth Dawiedczyk has been instrumental in creating a truly student oriented course.

This semester two classes comprised of seniors have been responsible for selecting sites for field trips, resource speakers from the community, and materials from the Career Education Project at NCTI. Not only are the students in charge of inviting speakers, but they must meet them, introduce them to the teachers and class, and write thank you letters.

The traditional aspects of an English course such as grammar and writing skills are infused into the curriculum in such a way as to make an immediate and personal impact on the student. Faculty involvement enhances the reality of the job interview. Recently eight Marathon High School teachers interviewed students and submitted follow-up critiques. Two days of recent field trips to Marshfield Homes, Saint Joseph Hospital, Marshfield Clinic, Citizen's State Bank, Wausau Police Station, and Wausau Homes broadened the students' outlooks as to the actual facets and realities of a number of jobs.

Ms. Dawiedczyk stresses that each year the the course structure changes on the basis of the evaluations the students submit and her own observations. Much planning does go into a course of this nature in order that the students can utilize the variety of opportunities and options open to them through this approach. Student enthusiasm for this course is contagious and next year another section may have to be added to absorb the number of interested students. Our congratulations to Marathon High School on a novel and highly effective approach to career education.

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MID-CAREER CHANGES

By Ruth Hase

The career education project has received requests from several women's groups to conduct sessions dealing with mid-career changes. We will be meeting with the American Association of University Women's group, Tuesday Morning Mother's club, Merrill and Marshfield groups, and any other groups who are interested.

It is a harmful assumption that career choice ends in youth. Myths about middle age are exploding.

Government legislation provides increased protection against discrimination in regard to age and sex. There are increasing retraining opportunities. The older students in school are expected to increase dramatically in the next decade. Lockstep patterns of employment are being challenged by women. Research indicates that there is great variation in productivity at any age, and that performance can increase into old age. The period of transition is confusing.

The sessions on mid-career change are planned to provide helpful information to women seeking new skills and new knowledge.

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DATES IN JANUARY

North Central Technical Institute class "How to Interview for a Job and Get It" at 6:30 p.m. on January 12.

Presbyterian Church - AAUW - Wausau "Mid-Career Changes" to be held at 9:30 a.m. on January 20.

Contact meeting at North Central Technical Institute at 1:30 p.m. on January 14.

Contact meeting at Phillips at 1:00 p.m. on January 12.

Contact meeting at Wittenberg at 2:00 p.m. on January 15.

Contact meeting at Medford at 2:00 p.m. on January 22.

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HOW TO INTERVIEW FOR A JOB AND GET IT!

By Peggie Mallery

This session on job seeking skills will be offered on Monday evening, January 12 from 6:30 - 8:30 p.m. at North Central Technical Institute for the general public. The session is open to interested persons of all ages and is free of charge.

The evening session will include some general information on the job application process, the do's and don'ts of interviewing and resume writing, and discussion of some resources for job information. A movie will be shown, and panel consisting of individuals from business personnel and the job service office will discuss the personal interview in the job application process.

This program offers an excellent opportunity for high school students and adults to gain first hand knowledge of job hunting techniques. For more information, contact the career education office, 675-3331, Ext. #210. The program will be held at North Central Technical Institute in room 172.

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MERRILL FIELD TRIP

By John Brasch

The progressive Jefferson grade school of Merrill, Wisconsin is about to embark on another of their monthly faculty tours of local business and industry. This month on Wednesday, January 14, the Jefferson school faculty and this consultant will tour Weinbrenner Shoe Company from toe to heel.

A great deal of thanks is in order to the Weinbrenner Shoe Company for this fine service which is being provided.

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***** NCTI CAREER EDUCATION NEWS *****

Vol. 2, No. 6
February, 1976

Lois Gilliland
Editor

Published monthly through the career education project, North Central Technical Institute
1000 Schofield Avenue, Wausau, Wisconsin 54401

NOTE FROM THE EDITOR

February is a month of variety for the career education staff. Activities for the month include school inservice, an assertiveness training workshop, adult counseling, meetings on new occupational opportunities for women, a class in job seeking skills, a career exploration activity for Y.W.E. Youth, and contact meetings for the four clusters of public schools.

The Curriculum and Methods class at Wittenberg which began on January 28 will have its second meeting on February 4. Participants requested two Saturday meetings on February 28 and March 13. Plans are currently being made for field trips, panel discussions, and assistance by consultants. These sessions always prove to be an excellent opportunity for group interaction. If you would be interested in attending the meetings, let me know.

Career counseling is continuing with approximately 60 individuals enrolled in adult basic education and English as a second language. The objective of the career education staff is to give these students direction in planning for further education, career decision-making, and career preparation.

If we can be of assistance to you in career development for yourself or others, please give us a call. The number is 675-3331, Ext. #210.

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DID YOU KNOW?

The federal government employs nearly 85,000 engineers to design, supervise construction, and direct operation of federal facilities in this country and abroad.

(Career World, Feb. 1976)

EDGAR HIGH SCHOOL INITIATES JOB SKILLS COURSE

By Kathy Morris

A new course is being offered at Edgar High School this semester. This class consists of twenty-four seniors who meet two times during the week to work on their job seeking skills.

According to Jerry Waara, Edgar Guidance Counselor and the coordinator of this course, the need was great for the service this course fulfills. Mr. Waara says that when numbers of students approached him in regards to finding jobs, he began to realize how unorganized and misdirected their efforts were. It was then that this course began to take shape in his mind.

This is an elective course offering ½ credit. A practical approach is taken with students learning how to properly use the want ads, fill out applications and write resumes. Use of audio-visual materials, role playing, mock job interviews and familiarizing the students with the Job Service are also integral parts of the course. Direct student involvement can be seen through the class projects that are required. Students may choose one of three options: inviting in a resource person, planning a visit to an employer of their choice, or researching an occupation they might be interested in pursuing.

Although the course consists totally of seniors this year, Mr. Waara eventually hopes to extend the course to sophomores and juniors. At the moment, he handles the major teaching responsibilities for the course, but in the future he hopes to utilize a team teaching approach, bringing in those instructors who can lend their expertise.

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THIRD PARTY EVALUATOR VISITS PROJECT

By Lois Gilliland

On Wednesday and Thursday, January 21 and 22, Dr. Henry Ahrnsbrak from the Center for Vocational Studies in Madison, visited the career education project as a member of the third party evaluation team. He observed both adult and public school career education activities.

English as a second language and adult basic education classes were visited on Wednesday afternoon and evening. From his observations and discussions with teachers and career education consultants, Dr. Ahrnsbrak was able to visualize characteristics of students involved, possibilities for career counseling, and some of the methods used to assist these rural disadvantaged adults.

Jefferson Elementary School in Merrill was scheduled for Thursday morning. Both the principal, Gene Bebel, and guidance counselor, Matt Buba, were very helpful in explaining career education plans and activities. The elementary career education curriculum guide was discussed and a tour of the facilities was given to show career education in action.

Later Dr. Ahrnsbrak accompanied John Brasch and Lois Gilliland to the monthly contact meeting in Medford. Public school representatives from Medford, Athens, Colby, Abbotsford, and Rib Lake were present to listen to the presentation on placement given by Jim Vilandrer of NCTI Student Services.

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TRUE OR FALSE ?

More people work for the federal government than there are residents in the state of Iowa. It's true - and this isn't counting military personnel. There are more than 2.8 million federal civilian workers, making Uncle Sam the largest employer in the free world.

In addition to sheer size, the federal government hires so many types of workers that the land of civil servants is a job world in miniature. Chances are, there's a job that would suit you.

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DATES IN FEBRUARY

Career Education Inservice - Cabrini Elementary in Wausau at 2:00 p.m. on Monday, February 2.

Career Education Inservice - NCTI - Room 151 for John Muir and Horace Mann Middle Schools at 8:30 - 11:30 a.m. on Tuesday, February 3.

Career Education Advisory Committee meeting at NCTI in Room 151 at 10:00 a.m. Wednesday, February 4.

Curriculum and Methods in Career Education class in Wittenberg at 4:00 p.m. on Wednesday, February 4.

Y.W.E. Career Exploration Workshop at NCTI in Room 182 at 9:00 a.m. on Thursday, February 5.

Assertiveness Training meetings in Merrill, on Thursday, February 5 at 7:00 p.m.

Career Education Inservice - Stratford Elementary school at 3:00 p.m. on February 9.

Phillips Contact meeting at Phillips High School at 2:00 p.m. on Thursday, Feb. 12.

NCTI Contact meeting in Room 163 at 1:30 on February 18.

Class in Job Seeking Skills - NCTI - in room 172 from 6:30 - 8:30 on Feb. 18.

Wittenberg Contact meeting at Wittenberg High School at 2:00 p.m. on Thursday, February 19.

Medford Contact meeting at Medford High School at 2:00 p.m. on Thursday, Feb. 19.

ABE Inservice (for career education consultants and ABE instructors) at 9:00 on February 25, 26, and 27.

Curriculum and Methods in Career Education NCTI - Wittenberg class at 9:00 a.m. on Saturday, February 28. (All day session).

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ARTICULATION DISCUSSED FOR CONTACT MEETINGS

By John Brasch

During the month of January, articulation was the subject of career education contact meetings in project schools.

Our first articulation of 1976 took place between district high school representatives and NCTI Placement Director, Mr. James Vilandrer. The meetings were held at Phillips High School, Medford High School, and NCTI. Next month Jim will speak at the contact meeting at Wittenberg High School. Mr. Vilandrer spoke of his duties as a placement director at NCTI. He also produced facts and figures on local placement of graduates of NCTI from each respective school district. Mr. Vilandrer explained the procedures he uses in communicating with possible employers as well as job-market possibilities for future graduates. A question and answer period followed the presentation.

In February, Mr. Tom Kerkes has kindly consented to break away from his rigorous staff duties and become the next articulator to facilitate better understanding between the NCTI instructors and high school instructors. Tom will speak on mathematics coordination.

Any school within our district who may have missed these articulation meetings and would like to be included, please let us know by contacting the career education office, phone 675-3331, Ext. #210.

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WAUSAU SCHOOLS WORKSHOP

By Ruth Hase

On February 3, career education team members from the faculties of Horace Mann and John Muir Middle Schools will participate in a workshop led by career education consultants at North Central Technical Institute.

An overview of the project will be presented and opportunity will be provided to become acquainted with available curriculum materials. The motivational film, "You Pack Your Own Chute" will provide a basis for group discussions.

****

ASSERTIVE BEHAVIOR

By Peggie Mallery

Assertive behavior is defined as that behavior which allows one to express his/her rights and feelings without infringing upon the rights and feelings of others. Assertive behavior is a direct, honest appropriate expression of one's thoughts and beliefs, and it involves both verbal and nonverbal communication. Many people are interested in learning assertive behavior through assertiveness training workshops. Individuals who attend workshops will learn about and practice assertive behavior.

During the workshops some time is spent in defining and developing a personal belief system of individual rights. Individuals are then asked to recall specific types of situations where they want to be more assertive, and then some practice groups are established so that people can learn more assertive behavior through group interaction.

The purpose of developing more assertive behavior is two-fold. First, individuals feel better about themselves and increase their self confidence. Second, communication usually remains open and, therefore, enhanced for all parties involved.

Currently, two workshops have been set up upon request and consist of three 2-hour sessions. During February, a workshop will be held in Merrill and one in April in Wausau. Some groups have requested one-hour programs on assertive behavior; the project staff is happy to conduct such programs to acquaint people with the topic. For more information, contact Peggie Mallery, North Central Technical Institute, phone 675-3331, Ext. #210.

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Over half million blue-collar workers are employed by the federal govenment. Most work on government projects involving construction or maintenance. Some workers learn skills through on-job training programs.

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***** NCTI CAREER EDUCATION NEWS *****

Vol. 2, No. 7
March, 1976

Lois Gilliland
Editor

Published monthly through the career education project, North Central Technical Institute
1000 Schofield Avenue, Wausau, Wisconsin 54401

NOTE FROM THE EDITOR

One of the items which was discussed at the February advisory committee meeting was a desirable culmination activity for our career education project as it comes to the end of its third and final year. Ways in which assistance could be offered from North Central Technical Institute after the end of the project were also discussed. If you have suggestions pertaining to either of these areas, we would find your ideas most helpful in our planning.

We have had a variety of activities with adults during the year including individual counseling with adult basic education students and others; large and small group meetings for women; tours of NCTI; and career exploration workshops. In March the career education staff will be involved with adults funded through CETA as a part of a special project. Each CETA recipient will receive up to four weeks of activities in career exploration, job seeking skills, self awareness, and work evaluation. Members of the career education staff will be working with Job Service Office staff and the work evaluator from NCTI to develop the best program to meet the needs of each individual.

Activities involving local school districts have been quite varied. The career education services have included inservice programs, coordination of field trips, classroom presentations, articulation of NCTI programs and high school programs, assistance with materials, coordination of resource speakers and other activities as requested. If we can be of help to you, let us know.

The number to call for adult career counseling or assistance with career education in the schools is 675-3331, Ext. #210. We will be happy to help you.

****

WHAT'S MY FUTURE?

By Peggie Mallery

Students in the Youth Work Experience program have trouble relating to and planning for their futures, particularly with respect to career planning.. The CESA staff and NCTI career education project staff have been conducting various career exploration activities to help these youth take some responsibility for their own career planning and provide them with information on the wide range of jobs. A career day was held at NCTI on February 5, and 27 junior and senior students in the Youth Work Experience Program attended. They come from eight different school districts in Marathon County, so school staff were instrumental in getting the students to North Central Technical Institute.

The career day agenda offered a variety of experiences to the students. First, a tour of NCTI and corresponding degree programs was conducted in small groups. Most Youth Work Experience students were not aware of opportunities through technical education programs. To allow students an opportunity to find out what it's really like to be a student at North Central Technical Institute, Y.W.F youth spent two hours with student representatives from various NCTI career programs in their classes or shops and talking with instructors. After a noon recess, information on NCTI admissions procedures and financial aids was presented to the whole group. Closure was achieved through small group discussions relating the day's activities of individuals to their present and future career planning.

More career educational activities would continue to stimulate youth to consider what they're going to do with their futures and to begin taking some knowledgeable steps along the road. The third annual summer Career Exploration Workshop is being planned for June to help Y.W.E. youth consider their futures.

****

CURRICULUM AND METHODS CLASS BEGINS

By Lois Gilliland

The first meeting of the Curriculum and Methods in Career Education class was held at Wittenberg High School on Jan. 28. Class members were given a general overview of career education and viewed the film, "Pack Your Own Chute".

Educators enrolled include representatives from Wittenberg, Birnamwood, Tigerton, Bowler, and Merrill Public Schools. Included are elementary teachers, secondary teachers, and guidance counselors. Each participant is required to prepare a career education unit to be used in the classroom or guidance office.

The participants decided on a flexible schedule involving four night meetings at Wittenberg and two all day meetings at North Central Technical Institute. Members of the class attended the first meeting at North Central Technical Institute on Feb. 28. A workshop format was used. Students were given an opportunity to preview NCTI materials and begin work on units for the course. An advantage of this format is the opportunity given to participants to develop their ideas with access to career education materials and consultants.

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THAT DAY

By John Brasch

February 11, 1976 will always be remembered by the ninth grade instructors and administrators of the Merrill Junior High School as "that day". The eleventh of February was career day at Merrill Junior High. Movies of various career opportunities, guest speakers from a variety of employment fields, and guided tours of local businesses and industries were the items of the day. Of course, the supervision was super (instructors) and the organization the greatest (Mr. Lenz and staff).

Congratulations Merrill Junior High School on a successful Career Day!

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MARCH DATES TO REMEMBER

March 1-3 --	U.S.O.E. Evaluation at NCTI
March 3 -	NCTI Contact meeting at NCTI at 1:30 p.m.
March 6 --	Mid-Career Women's meeting in Marshfield at 9:00 a.m.
March 8 --	Inservice at St. Michaels Elementary School at Wausau at 2:00 p.m.
March 9 --	CESA 7 DOTT Project students at NCTI at 9:30 a.m.
March 10 -	Curriculum & Methods class at Wittenberg High School at 4:00
March 11 -	Mid-State Insurance Woman's Association on Assertiveness Training at 7:30 p.m.
March 13 -	All day workshop - Curriculum & Methods in Career Education class at 9:00 a.m. at NCTI
March 17 -	Curriculum & Methods class at Wittenberg High School at 4:00
March 18 -	Wittenberg Contact meeting at Wittenberg High School at 2:00
Pending --	Medford Contact meeting at Medford High School at 2:00
March 31	Phillips Contact meeting at Phillips High School at 2:00
March 31 -	Career presentation for junior class at Phillips High School from 9:00 - 11:00 a.m.

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PHILLIPS CONTACT MEETING

By John Brasch

A contact meeting was held at Phillips High School on February 12. Through requests from contact people in Phillips and Park Falls, this meeting was used as an articulation of mathematics departments (NCTI and district schools). Tom Kerkes spoke on the varying math problems of students that enrol in programs and also the part-time student at NCTI. The program was well received by all.

****

STRATFORD ELEMENTARY INSERVICE

By Kathy Morris

An after school career education workshop was held on February 9, at Stratford Elementary School. Ms. Wanda Sytsma, Elementary Guidance Counselor, made a commitment early in the school year to incorporate career education activities into the newly instituted elementary guidance program. The purposes of this inservice were in line with this commitment.

A national and state perspective was given by this consultant. A slide presentation put together by the Department of Public Instruction was used to emphasize Wisconsin's envolvement and direction.

Ms. Sytsma then handed out and discussed with the elementary staff an article from the January issue of Instructor entitled, "Career Education Doesn't Replace A Thing"- the focal point of this article being that career education is a concept that improves the quality of education in every area of the curriculum, and whose goal is to prepare and equip each student to better face life.

Ms. Sytsma next discussed briefly the local situation assessing Stratford's specific needs. A very comprehensive "Career Awareness K-6" booklet was distributed. This booklet not only contains goals, but also specific activities, resources in the Stratford Elementary IMC and Guidance office, and local persons.

The session closed with a summation of methods that assist implementation of career education activities, or career-life activities as Stratford Elementary prefers to call them.

We would like to commend Stratford Elementary as it continues to enhance career education activities and attempts to pursue new approaches.

****

A taxpayer is one who doesn't have to pass a civil service examination to work for the government.

CAREER COUNSELING FOR ADULT BASIC EDUCATION STUDENTS

By Ruth Hase

Motivation is the key to the learning process for adult students in basic education. Career exploration and work experiences are methods and incentives used for this step in the learning process. Students are being informed of career options in the area and training programs at North Central Technical Institute and other VTAE programs in the state. Guidance focuses on the needs, interests, and ability levels of these students.

First priority in the learning objectives is to help improve self concept and develop a favorable attitude toward education and work. Students with major psychological, physical, or social problems are receiving supportive help from social service agencies in the area. Problems of some of the students are so numerous and diverse that they need guidance and counseling assistance frequently and sometimes daily. Gainful employment is the ultimate goal for these students.

****

INSERVICE OFFERED AT CABRINI

By Lois Gilliland

On Monday, February 2, three members of the career education staff presented an inservice program at Cabrini Elementary School for eighteen teachers. Representatives from grades one through eight were present.

A short overview of career education was given. The slides of Career Education in Wisconsin were shown.

Later the teachers were grouped according to grade level to exchange ideas. In the small group, grade level meetings, teachers previewed materials, discussed career education activities, and obtained assistance from the North Central Technical Institute career education staff.

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****NCTI CAREER EDUCATION NEWSLETTER****

Vol. 2, No. 8
April, 1976

Lois Gilliland
Editor

Published monthly through the career education project, North Central Technical Institute
1000 Schofield Avenue, Wausau, Wisconsin 54401

NOTE FROM THE EDITOR

One of the more difficult tasks in the career education project is assessing the impact of career education on public school students and adults. A testing program has been developed for students in grades three, six, nine, and twelve in the pilot schools as mentioned later in the newsletter.

In addition to student testing, teachers in project schools will be chosen at random to complete a form describing activities which they have used in career education. Teachers in the pilot schools will be interviewed concerning this information. Contact school teachers will be sent the form through school mails.

Adults will receive a survey form in the mail requesting their opinion of the career counseling service and what assistance they have received from the help. Records are also kept concerning career or educational improvement of these adults.

There have been some questions concerning use of project materials after the project expires. Decisions are now being made as to activities and materials dissemination which will continue next year. We hope to have definite information on this by May. If you have questions concerning the evaluation or plans for next year, please contact the career education office.

****

Happy Easter

D.O.T.T. STUDENTS VISIT NCTI

By Kathy Morris

A group of fifteen ninth graders from the CESA 7 Development of Total Talent program visited North Central Technical Institute on Tuesday morning, March 9. The entire group toured NCTI, with individuals dropping off from time to time when teachers from specific areas had the time to speak more specifically with them. Three of the career education consultants then worked with the group using certain value clarification exercises to help enhance these students' awareness of the career decision-making process.

The D.O.T.T. group consists of students from the Marion, Amherst, and Bowler school systems. Participation is based on a combination of outstanding scholarship, leadership, and test results.

****

PARK FALLS CLASS

By John Brasch

In Park Falls High School an elective psychology class open to only eleventh and twelfth grade students, has for the past year focused on "Life Planning Skills" centering around personal awareness, career awareness, and value clarification.

The class has been offered each semester this year. Over fifty students have been registered each semester.

Thanks to Mrs. Greenwood's guidance and hard work, the class has become a success. There has been such a substantial demand from the student population, that the course will be included in next year's curriculum.

****

CAREER ENGLISH FOR THE "LOGGERS"

By John Brasch

Phillips High School is offering a Career English course as an elective to any upper class students (11 & 12) who, "wants to learn about careers and wants to improve communication abilities needed to get into a career and also to successfully work at a career."

This course is a composition course, so students taking the course will find themselves writing letters of request, job applications, and resumes'; completing application forms; preparing for job interviews; performing job applications by phone; and learning communication skills for on the job.

The students will have 15 guest speakers throughout the semester from local business, industry ,and public and social services The use of filmstrips, tranparencies, movies, and other materials is extensive. Several tours are also scheduled for the students. The future use of T.V. is in their plans for next year. All in all, the students do a great deal of research. Upon completion of this research, they are then given the opportunity to make a slide-sound program.

In the past this course was offered only in one section for one semester, but because of increased interest it will be expanded to three sections. The use of North Central Technical Institute career education materials has given the career education course added strength. Great work, Mr. Laddie Zellinger and administration at Phillips High School.

****

DANGEROUS OCCUPATIONS

In private industry, according to the National Safety Council, the most dangerous occupations were those in underground mining, transportation, construction, and meat processing industries. In the public sector, refuse collectors and fire fighters top the list. The automotive and aerospace industries are among those showing the lowest disabling injury rates.

****

U.S.O.E. VISIT TO PROJECT

By Lois Gilliland

The career education project was visited on Monday through Wednesday, March 1-3, by Charles James of the U.S. Office of Education, Robert Meyer of the Wisconsin Department of Public Instruction, Roland Krogstad of the Wisconsin, Vocational, Technical and Adult Education Board, and Dr. Henry Ahrnsbrak, Third Party Evaluator from the Center for Studies in Vocational and Technical Education. Group meetings and discussions were held with the career education staff.

Discussion was held relative to activities with adults served by the career education project. The career counseling with students in adult basic education classes, English as a second language, and outside referrals was explained. Since it has been a problem in getting adults to make appointments for career counseling, it was illustrated that there has been success in reaching adults enrolled in Adult Basic Education and English as a second language classes.

Merrill, Edgar, and Stratford Public Schools were visited as a part of the agenda. Representatives from these districts including administrators, guidance counselors and teachers discussed their plan of career education implementation and the progress which their district had made. The representative from the U.S. Office of Education stressed the fact that care should be taken in the smaller communities so that students get a broader view of occupations than those represented in their community. The time and effort spent on the visit by members of the public school staffs was appreciated by the North Central Technical Institute career education staff.

****

WOMEN AREN'T CATCHING UP IN PAY

The earnings gap between men and women has widened during the last 20 years, according to a new Conference Board report based on 1974 data.

Women holding full-time jobs averaged $6,800 a year, 43% less than the $11,800 earned by men. Twenty years ago, women earned 36% less than men.

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INSERVICE AT ST. MICHAEL'S

By Ruth Hase

On March 8, Kathy Morris and Ruth Hase conducted an introductory career education meeting for the teachers of grades K-8 of St. Michael's School in Wausau. The cassette, "Cipher in the Snow", was presented, followed by a discussion of why systematic career education is a necessary component of the curriculum on all levels of the school.

The slide presentation of the Wisconsin Department of Public Instruction on Career Education was shown and handouts given to the teachers for their specific grade level.

****

DATES IN APRIL

Assertiveness Training Workshop in Merrill on April 3 at Les & Jim's Supper Club at 9:00 a.m.

Contact meeting at North Central Technical Institute on April 7 at 1:30 p.m.

Contact meeting at Medford High School on April 7 at 2:00 p.m.

Contact meeting at Phillips High School on April 8 at 2:00 p.m.

Child Abuse Workshop on April 9 at the Merrill Public Schools.

Contact meeting at Wittenberg High School on April 22 at 2:00 p.m.

Assertiveness Training Workshop at Community Social Services in Wausau, April 6, 20, and 27 from 7:00 - 9:00 p.m.

Talk - Women's Circle of the Universalist Church on April 26 in Wausau.

ABE - Occupational Knowledge advisory committee meeting, April 27, at Indianhead VTAE District at New Richmond at 10:00 a.m.

Post-tests administered in pilot schools during the first two weeks in April.

Statistics gathered on career education activities in schools in month of April.

****

SENIORS SURVEYED IN CAREER OBJECTIVES

By Peggie Mallery

The Career Education Project staff surveyed high school students in the fall semester, 1975, of their senior year to identify their immediate career plans. The Career Interest Survey questionnaire was used to gather the data from 19 North Central area school districts, and a total of 2036 senior students completed the survey.

High school seniors who said they planned to seek full or part-time employment after graduation represented 45 percent of all seniors. This group made up the largest percent of seniors' career plans. A total of 590 students, or 29 percent, planned to attend a technical institute, and 476 students, or 23 percent, planned to attend a 4-year college or university. Those students who planned marriage made up 20 percent of the population, while 8 percent of the students planned to be homemakers.

A total of 400 students, or 20 percent were undecided about their career plans after graduation. A decline in the number of undecided senior students was noted over the three year period that the survey was administered. In fall, 1973, 25 percent of seniors were undecided; the percent dropped to 22 percent in fall, 1974; and again this year to the above stated 20 percent.

****

POST TESTS ADMINISTERED

In the fall, career education pre-tests were administered to grades three, six, nine, and twelve at the pilot schools (Merrill, Edgar, Stratford, and Colby). During April post-tests will be administered to these same schools.

The purpose of the tests is to determine if career education did have some impact on the students. The outcomes of the tests will also show areas which need more emphasis, so that students can be better prepared for career decision-making.

****

**** NCTI CAREER EDUCATION NEWS ****

Vol. 2, No. 9
May, 1976

Lois Gilliland
Editor

Published monthly through the career education project, North Central Technical Institute
1000 Schofield Avenue, Wausau, Wisconsin 54401

NOTE FROM THE EDITOR

Since this is the last issue of the newsletter under our federally funded career education project, I would like to express my appreciation to all those who have worked with us in the implementation of career education. My association with the career education project has been interesting and fulfilling. I have especially enjoyed getting acquainted with all of you and working with you.

We do not have definite plans for the continuation of career education at North Central Technical Institute. We have written several proposals for career education funding with adults or public schools and hope that some of these projects will be funded. We will also have our career education materials available.

Since I will be continuing at North Central Technical Institute next year as supervisor of the Goal Oriented Adult Learning Program, feel free to call me if you wish information or assistance with your career education implementation.

Best wishes for an enjoyable summer!

****

MIDDLE SCHOOL STUDENTS VISIT NCTI

By Ruth Hase

Eighty students from Horace Mann Middle School are scheduled to participate in a career education program at NCTI in May. They will be introduced to faculty members, shown a film depicting the areas of vocational education, and taken on a tour of NCTI facilities. Their attending teachers will follow-up this visit with relevant activities in the classroom.

****

CAREER EDUCATION IN THE GOAL PROGRAM

By Lois Gilliland

A new program which combines adult basic education, high school credit, general education preparation and the developmental program will be initiated in August at North Central Technical Institute. The purpose of Goal Oriented Adult Learning (GOAL) is to offer remedial education to adults who wish to improve their basic skills, acquire a general education diploma, prepare to enter a vocational program, or to obtain high school credit. Many different types of students will participate in the classes. Some of the participants will have little or no education while others will attend the classes to brush up on their educational skills.

Two of the components contained in the curriculum are career awareness and career exploration. In career awareness students will become aware of many occupational options available to them through viewing filmstrips and other media, participating in career education activities, and going on field trips. In career exploration students will visit programs at North Central Technical Institute and in the business community to acquire more hands-on opportunities.

Career education will be integrated into the curriculum through reading, English, mathematics, social studies, and science. In this way, it may become a motivational tool for persons wishing to improve their education.

If you know an adult who would benefit from the program, please call or write to Lois Gilliland at NCTI - phone 675-3331, Ext. #210.

****

EMPLOYMENT IN THE COLBY AREA

By John Brasch

In February of this year, Marty Haavisto, Guidance Director at Colby High School, and I hit upon the great idea to develop a sound-film strip program that would inform the populous of the Colby area about the employment possibilities present in the surrounding community. Well, our project is about finished and so are the filmstrips. Presently thay cover Ag-Business Mechanics, Small Engine Servicing, Packaging and Lumber Industries. Hopefully, more strips will be made to cover the everchanging world of work. We welcome requests for the use of these film strips in the future by any organization. Please request them through Mr. Marty Haavisto, Colby High School, Colby, WI.

A great deal of thanks should be given to Colby area business and industry, the Colby Public School system, the Instructional Materials Laboratory at North Central Technical Institute, and the Career Education department at North Central Technical Institute for making this project possible.

****

PROJECT PILOT SCHOOLS

By Kathy Morris

At this time the project pilot schools are the site of post-testing and evaluation. Career Education post-tests are being administered to grades 3, 6, 9, and 12 at Edgar, Colby, Stratford, and Merrill Public Schools. The companion pre-tests were given to this same group of students last fall.

An evaluation form is also being administered to 3rd and 6th grade teachers and to a random sampling of 9th and 12th grade teachers. Since grades 3, 6, 9, and 12 have been the grade levels targeted this year, this form will help the project assess career education activity success and outcomes on these grade levels.

The project would like to thank these schools for their cooperation in these endeavors.

****

THIRD CAREER EXPLORATION WORKSHOP PLANNED

By Peggie Mallery

As June approaches, the career education project staff is again preparing for another Career Exploration Workshop for students in the Youth Work Experience program (Y.W.E.). For the third consecutive year, a group of 100 students will spend three days at North Central Technical Institute doing some "hands-on" career exploration activities in a variety of career areas. The dates for the workshop are June 14-16. Career exploration units will be led by NCTI faculty and a life/work planning unit will be led by career education project staff. The Career Exploration Workshop is a joint effort with the Cooperative Educational Services Agency and Wausau Area Manpower Planning Agency. Our staff is looking forward to a fun three days with these young people.

****

DATES TO REMEMBER

April 26-May 7 - Adult Career Exploration Workshop at NCTI

May 5 - Tour of NCTI with Horace Mann Middle School students

May 11-12 - Training and Industry Day at D.C.Everest Fieldhouse

May 12 - Tour of NCTI with Horace Mann Middle School students

May 13 - Luncheon for contact person and advisory committee members - Hoffman House at 12:00 p.m.

May 17-28 - Adult Career Exploration Workshop at NCTI

June 14-16 - Youth Work Experience Career Exploration Workshop at NCTI.

****

THANKS!!!!

I have enjoyed getting to know many of you who have received this newsletter mailing during the course of the past three years. I hope our work in various capacities will bring us together again.

Thank you for all of your help and support in introducing and implementing career education. Best wishes for an enjoyable summer season.

Peggie Mallery

It has been inspiring and a pleasure to work with you. Best wishes.

Ruth Hase

I would just like to say "thanks" to all the school administrators, instructors, and counselors that I worked with this past year as a career education consultant.

It was a great learning experience, as well as a privilege.

John Brasch

Because of the structure of this project we came into the schools as outside consultants. This could have been difficult were it not for the high level of cooperation and assistance we received from you, the project participants. Over the course of the year I've had the opportunity to meet and work with many fine educators. I'd like to sincerely thank all of you for helping contribute to the success of our project. Regardless of how busy your schedules have been, you've taken the time to experiment with career education. It is very satisfying to now see these "experiments" as a permanent part of your curriculum.

Kathy Morris

Thank you for your cooperation and assistance with all of our career education endeavors. It has been a pleasure working with all of you.

Lois Gilliland

****

SOPHOMORE CLASS PRESENTATION

By John Brasch

A morning assembly was given recently at the Phillips High School to just the sophomore class. The guest speakers were: Dr. Jordan Nash, Director of Student Services, UW-Marathon Campus; Dr. Richard Mackey, Dean of Admission-Northland College; Mr. Paul Link, Administrator of Student Services,North Central Technical Institute; Mr. Donald Schmidt, Manager of Lake Superior Power Company, and Mr. Lee Handschke, Manager of Job Services. The program also included a movie, "Future Shock".

This was career exploration week in Phillips and all students participated in some type of program to stimulate their awareness of possible occupational opportunities.

Many thanks to all!!

****

ADULT CAREER EXPLORATION WORKSHOP

Nine adults participated in a career exploration workshop from April 26 through May 7. The purpose of the sessions was to assist these adults with job seeking skills, job attitudes, knowledge of the world of work, and self awareness.

Several resource persons from the community and North Central Technical Institute participated in the discussions. Topics as "Joining a Union, and "Job Satisfaction" were included. Field trips were taken to business and industry in Wausau. Video tapes were made of participants in the interview situation. Each person also received evaluation through the North Central Technical Institute Work Evaluation Center. Finally a certificate of completion was awarded to each member of the workshop

****

The best way to knock the chip off a fellow's shoulder is to pat him on the back.

****

NORTH CENTRAL
TECHNICAL INSTITUTE
1000 Schofield Avenue
Wausau, Wisconsin 54401
Telephone 715/675-3331

RESEARCH AND DEVELOPMENT

April 1, 1976

Dear Career Educator;

In response to your request for information concerning our adult basic education recruitment procedures and career education project, the following materials are enclosed:

Steps in Recruiting Students

Career Education for Persons in Rural Areas

Adult basic Education, North Central Technical Institute

Questions and Answers about Adult Basic Education

Goals and Objectives of the Career Education Project

We have also added your name to our newsletter mailing list. We hope that you find this helpful.

If we can be of further assistance to you, we will be happy to send further information.

Sincerely yours,

Lois F. Gilliland

Lois F. Gilliland
Career Education Associate
Project Director

LFG/nls
Enclosures

NORTH CENTRAL VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICT

SESSION REPORT

Edgar, WI (Location)
Guest Speaker (Session #)
March 25, 1975 (Date)

Edgar and Athens Lion's Club (Type of Group)
28 (Attendence)

Objectives and Procedure:

Familiarize audience with concepts of career education and gain their cooperation and support for career education activities in their schools and communities.

Instructor's Material/Equipment:

USOE Career Education slides - Part I only

Printed Materials Handed Out:

1) NCTI pamphlets and summer school session schedule

2) Definition of terms in Career Education.

Summary of Session:

Brief introduction - showed the slides then explained the Career Education Project NCTI - and some of our emphasis - i.e. adult groups.

Gave the mem some suggestions on how they can be involved and also what they can do as parents.

Opened the session up to questions - one suggestion was made to make funds ($) available to local businessmen so they can hire kids on a short-term basis for primary purpose of exploring the occupations-careers related.

Peggie Mallery
(Consultant)

CAREER GUIDANCE FOR ADULTS

Focus on Women and Ethnic Minorities

A PLANNING MANUAL and
CATALOG OF PROGRAMS

Laurie R. Harrison

with program descriptions by

Pamela G. Colby
William D. Harrison
Ellen P. Stewart

Prepared by the American Institutes for Research, Palo Alto, California under contract to the San Jose Unified School District, San Jose, California on DHEW/USOE Grant #OEG-0-74-1722. Joseph C. Bellenger, Project Director.

January 1976

Career Education for Persons in Rural Areas
North Central Technical Institute
1000 Schofield Avenue
Wausau, Wisconsin 54401

PROGRAM GOALS	Entry or reentry into the job market; Job-getting and job-maintenance skills; Career decision-making.
PROGRAM SIZE AND TARGET POPULATION	This program is aimed at and serves 3,000 to 5,000 individuals a year, about 50% of whom live in rural areas. Forty percent of the participants are men, 60% are women, and virtually all are white. Three-fourths come from families in the low-income range with the remainder coming from the middle-income range. Persons who are unemployed or under-employed, mid-career persons, women, high school dropouts, or parents come to group sessions or seek indiviudal counseling on the basis of brochures, handouts, a monthly newsletter, a community outreach program, and a media and publicity campaign.
YEAR STARTED	The program was started in 1973 as a federally-funded career education project of North Central Technical Institute.
STAFF	The program staff consists of a Project Director, an Associate Project Director, and four Career Education Consultants. Staff duties and responsibilities include keeping abreast of current career information and materials, community programs and resource persons; performing publicity and public relations work; organizing and conducting programs, workshops and seminars; preparing program materials; and conducting indiviudal and group counseling.
FACILITIES, MATERIALS, EQUIPMENT	The program works out of the North Central Technical Institute, but many of its programs and group activities take place in and through community and service agencies. Its community outreach programs utilizes schools and libraries in an attempt to reach rural citizens. Materials utilized include commercially available written materials, films, filmstrips, vocational interest tests, and career information. A variety of staff-prepared and compiled materials provide career planning and placement information, educational benefit and financial aid information, and an area resources guide. Materials are primarily geared toward teachers, adults over 16, and women.
MAJOR FEATURES	The program features career education counseling to a broad range of adults. The program offers individual, small and large group counseling, and small and large group programs featuring films, panel discussions, and demonstrations in an attempt to meet the different needs of a wide variety of adults. Other services provided to adults besides counseling include information about educational and occupational opportunities; career exploration workshops and materials; self-appraisal in the form of counseling and testing; few materials relating to job opportunities and educational and training requirements; financial aid and Veterans' benefits information; and GED classes, testing and diplomas. A special program for women explores new career options for women and teaches job-getting and maintenance skills through large group programs, individual counseling, and small informal discussion groups.

The program also offers services to teachers of grades K through 12. Services include inservice training meetings and workshops, classroom demonstrations, curriculum materials and activities, individual meetings, assistance with career education program development, and an area resources guide.

In its attempt to convey career development information to adults in rural areas, especially those in the lower-income bracket, the program features constant and wide publicity including newspaper articles, flyers, a monthly newsletter, radio announcements, and radio talk shows appearances by the program staff. The staff also works closely with community service organizations and schools both in determining needs and reaching potential clients.

EVALUATION

Since this project deals with the rural disadvantaged adult, staff report that it has been virtually impossible to find a tested instrument appropriate for their use. For this reason, the case study approach has been used to evaluate the program. The case studies consist of a checklist and narrative describing the client, counseling techniques, and outcomes. Self improvement, career decision-making, educational advancement and job placement are all covered. Staff report that judging from the progress clients have made in the above areas, the program is very successful.

career education news

Volume V, Number 4
February 15, 1976

ELAINE F. KATZ, EDITOR

CENTRAL NEWS SERVICE FOR THE WORLDS OF WORK AND LEARNING

TICE: This Issue

GET PERSONAL TO RECRUIT STUDENTS -- That's the key to the success of the Career Education program at the North Central Technical Institute, Wausau, WI. The method has been working well with prospective adult basic education students, and NCTI gladly share its formula for the highly personal approach. A recruiter from the Institute visits community workers primarily to drum up business by telling them how they can refer students to the Institute, and leaves explanatory booklets and referral forms. When a community service worker sends a referral form to the Institute, someone there immediately sends a personal letter and a flyer explaining the program to the prospective student. One week later, a phone call is made to the student, and the caller offers to visit the student's home to discuss the program further. Career counseling is an added dimension once the student comes in for basic education classes. Referrals are rolling in regularly. Details on the program from Lois Gilliland, North Central Technical Institute, 1000 Schofield Ave., Wausuau, WI 54401.

NVGA

Newsletter

NATIONAL VOCATIONAL GUIDANCE ASSOCIATION

A DIVISION OF THE AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION . 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009

Juliet Miller, Editor **Volume XV, No. 1** **September 1975**

& Committees Commissions

Keep Informed And Get Involved

MID-LIFE CAREERS PROGRAMS

Starting with this issue of the *Newsletter*, the NVGA Commission on Mid-Life Careers is presenting an ongoing column on, "Mid-Life Career Programs." This column is intended to share information about current programs. A wide variety of programs are underway throughout the country to help adults find new educational and vocational paths in their middle and older years. A combination of social and economic factors, such as the lengthened life-span, early retirement, the womens' movement, technological change, the energy crisis and recent unemployment, have encouraged institutions and individuals to develop new strategies to meet adult career needs. Some of the programs which have been communicated to the Commission to date include the following.

Lawrence Livermore Laboratory of the University of California has developed a career planning and guidance process to help employees plan for future changes in their career fields. The program includes career planning and guidance workshops, counseling, interest testing and self-help through use of a career planning manual.

Mid-South Career Development Center in Nashville, Tennessee, has established a program for individuals to examine their whole life as it relates to occupational planning and development. An ecumenical church related occupational guidance and consulting service, the Center helps those considering leaving pastoral ministries, those contemplating entering a church-related profession, and those who seek guidance in establishing meaningful career goals.

Wholeperson, a personal assessment and career guidance program, has been established in Seattle, Washington. The program has been working with families and individuals to help them establish new life-style patterns which may incorporate career changes.

The **Career Education Project**, a telephone counseling service for home-based adults in Providence, Rhode Island, has established a series of five manuals which are designed to help those who are operating or building an adult career counseling center. The manuals give step-by-step guidelines for developing outreach, counseling, research and evaluation, and resource center functions.

North Central Technical Institute in Warsaw, Wisconsin, provides career education programs for adults in rural areas. The emphasis is on offering career exploration, self-appraisal and informational services. An important target group is those who are at mid-career points in their lives.

If you have materials about a mid-career counseling program which you would like to share with others or would like more information on programs described in this column, please contact: **Alan D. Entine, Assistant Academic Vice President, State University of New York at Stony Brook, Humanities Building, Room 111, Stony Brook, New York 11794.**

APPENDIX B

Samples of In-service & Training Programs

		Page
Tables		
I	Public School Career Education Activities for 1973-76	B-2
II	Summary of In-service and Individual Meetings	B-4
III	Fourth Quarter June 1976, In-service through Planned Group or Individual Meetings	B-5
IV	Third Quarter, March 1976	B-7
V	Second Quarter, December 1975	B-10
VI	First Quarter, September 1975	B-11
VII	Fourth Quarter, June 1975	B-12
VIII	Third Quarter, March 1975	B-13
IX	Second Quarter, December 1974	B-15
X	First Quarter, September 1974	B-17
Samples of Individual Meetings		B-18
Large Group Meetings for One District or School		B-19
Meetings by Grade Level or Department		B-21
Workshops		B-23
Classes		B-27
Field Trips and Tours		B-28
Career Days (Team Weeks)		B-29
Classroom Demonstrations		B-32
Articulation Meetings		B-34
Contact Meetings		B-35
Comparison Study of Senior Surveys		B-37

TABLE I

PUBLIC SCHOOL CAREER EDUCATION ACTIVITIES FOR 1973-76

	Demonstrations	In-Service	Faculty Classes	Individual Meeting	Field Trip	Resource People	Bi-Monthly Meeting	Idea Exchange	Materials	Curriculum Writing	Programs	Exercises	Mini-Workshop	Workshops	Articulation	PTA Conference	Career Night	Senior Survey
PILOT SCHOOLS*																		
Merrill	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X
Colby	X	X		X	X	X	X		X	X	X	X	X	X	X	X		X
Stratford	X	X		X	X		X		X	X		X			X	X		X
Edgar	X	X	X	X		X	X		X	X		X	X		X			X
CONTRACT SCHOOLS																		
Wausau	X	X		X		X	X	X	X	X	X	X	X	X	X		X	X
Prentice	X	X		X			X		X		X	X			X	X	X	X
Phillips	X	X		X		X			X	X	X	X			X	X	X	X
Park Falls	X	X		X		X				X	X	X			X	X	X	X
Wittenberg	X	X	X	X		X			X	X		X	X	X	X			X
Antigo	X	X	X	X		X			X			X			X		X	X
White Lake				X	X				X			X			X			X
Bowler		X	X	X					X			X			X			X

TABLE I CONTINUED

PUBLIC SCHOOL CAREER EDUCATION ACTIVITIES FOR 1973-76

CONTRACT SCHOOLS	Demonstrations	In-Service	Faculty Classes	Individual Meeting	Field Trip	Resource People	Bi-Monthly Meeting	Idea Exchange	Materials	Curriculum Writing	Programs	Exercises	Mini-Workshop	Workshops	Articulation	PTA Conference	Career Night	Senior Survey
Rib Lake	X	X		X					X	X		X			X	X	X	X
Medford	X	X		X		X			X			X	X		X	X		X
Athens	X	X		X					X			X	X		X	X	X	X
Tigerton		X	X	X					X			X	X		X			X
Marathon		X		X					X			X	X		X			X
Rosholt		X		X					X			X			X			X
Mosinee		X		X					X			X	X	X	X	X	X	X
Abbotsford	X	X		X	X				X			X	X		X	X		X
Schofield		X	X	X			X	X	X	X		X	X	X	X		X	X

* See Goals & Objectives for more comprehensive descriptions of activities

TABLE II

SUMMARY OF IN-SERVICE & INDIVIDUAL MEETINGS

Time Period	Number Contacted	
July - September 1973		(no chart)
October - December 1973	635	(no chart)
January - March 1974	884	(no chart)
April - June 1974	392	(no chart)
July - September 1974	265	
October - December 1974	546	
January - March 1975	1,761	
April - June 1975	1,326	
July - September 1975	226	
October - December 1975	555	
January - March 1976	910	
April - June 1976	358	
Total	7,858	

Fourth Quarter, June 1976

TABLE III

INSERVICE THROUGH PLANNED GROUP OR INDIVIDUAL MEETINGS

Type of Assistance	Title or Type of Program	Location	Number Involved
April Contact Meeting	To discuss Senior Survey Results, final contact meeting and use of materials	Phillips	5
April Contact Meeting	To discuss Senior Survey Results, final contact meeting and use of materials	Wittenberg	7
April Contact Meeting	To discuss Senior Survey Results, final contact meeting and use of materials	NCTI	4
April Contact Meeting	To discuss Senior Survey Results, final contact meeting and use of materials	Medford	5
In-service	ABE and ESL teachers on occupational knowledge and assertiveness training	NCTI	21
May Group Contact Meeting (Advisory Committee and Contact Persons)	Discussion of Contact Meetings and planning for next year.	Hoffman House	27
In-service at Workshop	Associate Director acted as resource speaker on career education implementation and evaluation	Tomahawk High School	20
Leadership Conference	Statewide Leadership Conference for Career Education (Associate Director acted as discussion leader)	Madison	12

Fourth Quarter, June 1976

TABLE III CONTINUED

INSERVICE THROUGH PLANNED GROUP OR INDIVIDUAL MEETINGS

Type of Assistance	Title or Type of Program	Location	Number Involved
Student Tour - Horace Mann Middle School & John Muir Middle School	Tour and program on vocational education	NCTI	160
Field Trip by Unity School (Colby)	Visited public service occupations (police station and planetarium	Wausau	37
Field Trip by Lower Elementary (Colby)	Visited solarium	U.W. Stevens Point	45
Faculty Tour (Jefferson Elementary)	Visited Learning Task Center	Merrill	15
			358

Third Quarter March 1976

TABLE IV

INSERVICE THROUGH PLANNED GROUP OR INDIVIDUAL MEETINGS

TYPE OF ASSISTANCE	TITLE OR TYPE OF PROGRAM	LOCATION	NUMBER INVOLVED
January Contact Meeting	To promote and familiarize high schools within our district to NCTI Placement	Phillips	6
January Contact Meeting	To promote and familiarize high schools within our district to NCTI Placement	NCTI	4
January Contact Meeting	Focus on Elementary Career Education procedures and materials	Wittenberg	7
January Contact Meeting	NCTI Placement procedures and consultation on career activities	Medford	9
February Contact Meeting	Mathematics articulation between schools and NCTI	Medford	6
February Contact Meeting	Mathematics articulation between schools and NCTI	Phillips	4
February Contact Meeting	NCTI Placement and consultation on career activities	Wittenberg	10
March Contact Meeting	Introduction to Values Clarification exercises and discussion of career education developmental stages.	NCTI	4
March Contact Meeting	Introduction to NCTI slide series from Y.W.E. Workshop	Phillips	
March Contact Meeting	Introduction to NCTI slide series from Y.W.E. Workshop	Medford	3

TABLE IV CONTINUED

INSERVICE THROUGH PLANNED GROUP OR INDIVIDUAL MEETINGS

TYPE OF ASSISTANCE	TITLE OR TYPE OF PROGRAM	LOCATION	NUMBER INVOLVED
March Contact Meeting	Introduction to Values Clarification Exercises and discussion of career education developmental stages	Wittenberg	
Inservice	Stratford Elementary - National and State and local perspective distribution of career awareness booklet.	Stratford	15
Inservice	Elementary teachers - to familiarize with definition of career education, 16 concepts, and 15 occupational clusters.	Cabrini Elementary Wausau	18
Inservice	Introduction of career education/ DPI slides	St. Michael's Wausau	10
Inservice	Wausau Public Schools - Review of materials and services available through project.	NCTI	11
Inservice	Adapting materials for special education and low level reading classes.	Horace Mann Middle School Wausau	4
Inservice	Developing vocational education curriculum in drafting	Wausau West High School	2
Inservice	Program development on career option for women	Wausau East High School	2
Inservice	Acquaint adult basic education teachers with adult performance levels, materials, and curriculum development.	NCTI	25

TABLE IV CONTINUED

INSERVICE THROUGH PLANNED GROUP OR INDIVIDUAL MEETINGS

TYPE OF ASSISTANCE	TITLE OR TYPE OF PROGRAM	LOCATION	NUMBER INVOLVED
Group Presentation	Introduction to Career Education and discussion of Curriculum and Methods class offered through Stout.	Newman - Wausau	25
Career Education Class	Introduction to Career Education	Wittenberg	18
Career Education Class	Film, exercises,lectures on career ed.	Wittenberg	18
Career Education Class	Panel of Educators involved in career education/work on projects.	NCTI	18
Career Education Class	Film, filmstrip, lecture and discussion on career education	Wittenberg	18
Career Education Class	"World of Work" panel of local business people/individual assistance	NCTI	18
Career Education Class	Reporting on career education projects	Wittenberg	18
Faculty Tour	Tour of Weinbrenner Shoes Co. with self enrichment and the hope to be able to better inform students as a consequence	Merrill	15
Tour	Stratford Seventh graders tour NCTI	NCTI	70
Field Trip	D.O.T.T. (Development of Total Talent) tour of NCTI and career exploration exercises	NCTI	15
Career Exploration Activities	Youth Work Experience-Tour, career education exploration activities	NCTI	26
Career Day	Day of Explanation into a multitude of careers (junior high)	Merrill	381
Mini Career Day A.M.	Sophomore students exposed to information on financial aids, work attitudes, Job Service function	Phillips	130
			910

Second Quarter December 1975

TABLE V

INSERVICE THROUGH PLANNED GROUP OR INDIVIDUAL MEETINGS

TYPE OF ASSISTANCE	TITLE OR TYPE OF PROGRAM	LOCATION	NUMBER INVOLVED*
Inservice - Edgar	Curriculum Planning	Edgar	52
October Contact Meeting	Initial meeting to explain services and initiate program for the year.	Wittenberg	11
October Contact Meeting		Phillips	5
October Contact Meeting		Medford	6
October Contact Meeting		NCTI	7
November Contact Meeting	Follow-up of October Contact meeting and initiation of new activities.	Wittenberg	11
November Contact Meeting		Phillips	7
November Contact Meeting		Medford	5
November Contact Meeting		NCTI	7
Materials Display	Materials displayed at faculty meeting and in library for two days.	Merrill	52
Group Inservice	Administrators' Workshop	Holiday Inn	41
Individual Inservice	Consultants met individually with school personnel to offer assistance	At project schools	336
Field Trip	Jefferson Elementary School-Merrill faculty visited Lincoln Boy's School	Lincoln Boy's School	15
		Total Meetings	555

*Some numbers for large group meetings are approximate

First Quarter September 1975

TABLE VI

INSERVICE THROUGH PLANNED GROUP OR INDIVIDUAL MEETINGS

Type of Assistance	Title or Type of Program	Location	Number Involved*
Workshop	"Curriculum and Methods in Career Education"	NCTI	16
Resource Guide and Inserivce Meeting	"Medford Area Resource Guide"	Medford	120
Inservice - Stratford	Awareness of the World of Work (Field trip)	NCTI	31
Initial Contact Meetings	Administrators and teachers visited on first visit to schools	District Schools	59
		TOTAL	226

* Some numbers for large group meetings are approximate.

TABLE VII

Fourth Quarter June 1975

TEACHERS INSERVICES THROUGH PLANNED GROUP OR INDIVIDUAL MEETINGS (Includes students in career days)

Type of Assistance	Title or Type of Program	Location	Number Involved*
Tour and Program	Tour of NCTI and speaker (6th graders from Horace Mann Middle School)	Wausau	120
Career Days	East and West High Schools	Wausau	
	Teachers		50
	Students		475
Career Days	Athens Elementary School	Athens	
	Teachers		13
	Students		320
Career Days	Athens Secondary School	Athens	
	Teachers		10
	Students		222
In-service Program	Curriculum Infusion	D. C. Everest	19
Individual Meetings	Delivered materials and/or consulted with teachers	All Project Schools	22
Group Program	Life/Work Planning (8th graders)	Prentice	75
		Total number involved	1326

* Some numbers for large group meetings are approximate

B-12

TABLE VIII

Third Quarter March 1975

TEACHERS INSERVICES THROUGH PLANNED GROUP OR INDIVIDUAL MEETINGS

Type of Assistance	Title or Type of Program	Location	Number Involved*
In-service Talk	Project Report	NCTI	75
In-service Program	Curriculum Infusion (Second Grade)	Mosinee	5
In-service Program	Curriculum Infusion (Third Grade)	Mosinee	5
In-service Program	Curriculum Infusion (Fourth Grade)	Mosinee	5
In-service Program	Curriculum Infusion (Fifth Grade)	Mosinee	5
In-service Program	Career Education Project & Concepts (Horace Mann Middle School)	Wausau	25
In-service Program	Career Education Project & Concepts (Riverview Elementary)	Wausau	26
In-service Program	Curriculum Infusion and Sectional (Middle School)	Mosinee	21
In-service Program	Introduction to Career Education and Curriculum Infusion (East Elementary)	Antigo	19
Workshop	Promoting the Development of Girls & Women	District Public School Counselors	17
Display	Wausau Public Schools Career Meeting for Teachers	Wausau	15

TABLE VIII CONTINUED

Type of Assistance	Title or Type of Program	Location	Number Involved*
Class	Curriculum and Methods in Career Education	Phillips	10
Class	Curriculum and Methods in Career Education	Antigo	8
Career Days	Students (gr. 9-12) reached through movie Future Shock, classroom demonstrations, counseling, and career materials	Wittenberg-Birnamwood	400
Individual Meetings	Meetings or follow-up with teachers, guidance counselors, LVEC, and administrators	Project Schools	171
Career Day	Students (Gr. 9) in classroom demonstrations	Park Falls	125
	Career counseling and display (Gr. 9-12)	Park Falls	115
Career Day	Students reached through counseling and materials display (Gr. 9-12)	Rib Lake	56
Career Day	Counseling and materials display (Gr. 10-12)	Edgar	75
	Classroom demonstrations (Gr. 9-12)	Edgar	40
	Classroom demonstrations (Gr. 6-8)	Edgar	180
	Classroom demonstrations (Gr. 1-5)	Edgar	250
	Teachers and Administrators	Edgar	23
Classroom Demonstration	St. Louis Elementary School (Session I)	Dorchester	45
	St. Louis Elementary School (Session II)	Dorchester	45
		Total number involved	**1,761**

* Some numbers for large group meetings are approximate.

TABLE IX

Second Quarter December 1974

TEACHERS INSERVICES THROUGH PLANNED GROUP OR INDIVIDUAL MEETINGS

Type of Assistance	Title or Type of Program	Location	Number Involved
Group In-service	Elementary curriculum infusion (Activities)	Stratford	18
Group In-service	Integrating of curriculum activities into curriculum	Stratford	18
Group In-service	Elementary curriculum infusion (Activities	Mosinee	23
Group In-service	Curriculum, value clarification and decision-making (entire faculty)	Rib Lake	40
In-service Planning	Planned for in-service for handbook with career education committee	Merrill	10
Grade Level (Kindergarten)	Curriculum infusion (Activities)Kindergarten	Mosinee	4
Grade Level (First)	Curriculum infusion (Activities) First Grade	Mosinee	5
English Teachers	Activities and materials for secondary English	Mosinee	6
Social Studies Teachers	Activities and materials for social studies	Mosinee	9
Individual Meetings	Scheduled meetings with teachers, guidance counselors, LVEC, and administrators	Project Schools	233
Curriculum Planning Meeting	Junior high curriculum committee meeting	Wittenberg-Birnamwood	10
Class Demonstration	Living skills, working skills	Dorchestor	32

TABLE IX CONTINUED

Type of Assistance	Title or Type of Program	Location	Number Involved
Materials Demonstration	Adult basic education teachers	NCTI	4
Materials Display	Home economics Section-Articulation Meeting	NCTI	25
Class Demonstration	Colby High School (9th Grade) Session I	Colby	30
Class Demonstration	Colby High School (9th Grade) Session II	Colby	30
Group In-service	Colby High School staff in-service	Colby	40
Planning Meetings	Wausau Public Schools	Wausau	9
	Total		546

TABLE X

First Quarter September 1974

WORKSHOP AND GROUP

INSERVICE PARTICIPANTS

Location	Time	Elementary	Secondary	Administrators LVEC Counselors
[illegible] Lake	(One-half day) inservice	15	25	3
NCTI	(One week workshop- 9 districts)	9	19	3
Abbotsford	(Two days) inservice	15	27	3
D. C. Everest	(One week) workshop	8	8	4
Park Falls	(One hour) inservice	18	15	2
Wittenberg-Birnamwood	(One hour) inservice	51	40	
Total - 265		116	134	15

B-17

SAMPLES OF INDIVIDUAL MEETINGS

Discussed:

- Possible In-service of Faculty Meeting Attendance
- Use of Career Education Materials
- Students Needs and Corresponding Activities
- Lesson Plans with Possible Changes in Curriculum
- Field Trips and Resource People
- Classroom Demonstrations and Programs
- Availability of U.W. - Stout Classes on grad. - Level at NCTI Campus
- Planning for Next Meeting
- Project Completion
- Planned Schedule for Materials Throughout Year
- Evaluation Observations

SESSION REPORT

Rib Lake High School (Location)

I (Session #)

Thursday, August 22, 1974 (Date)

K-12 Rib Lake Staff (Time: 9:00-11:30 (Type of Group)

40 (Attendence)

Objectives and Procedure:

1) Brief overview of Career Ed.
2) Brief overview of Project and Services
3) Practical classroom Activities, Ideas, Exercises, etc.

Instructor's Material/Equipment:

1) Transparencies on Career Education
2) Film: "World of Work"

Printed Materials Handed Out:

1) "How Do You View Career Ed?"
2) "Careers vs. Jobs"
3) "Career Ed. Model-National Standard"
4) "NCTI Reading List"
5) "NCTI Bibliography"
6) "Ex: "Work Values"
7) "Ex: "Values Auction"
8) "Career Clusters"
9) Career Education Readings 8,9,11,12,14,21,25,38,46,48.
10) "Teacher Handbook"
11) "Quotes from Buscaglia"
12) "Booklet on T.A."

Summary of Session:

9:00-9:15 : Large Group - Cafe:
(Participants sat at tables - generally four per table.)
1) Introduction of Career Education Staff.
(Each member summarized relevant experiences in their professional background.)
2) Name Tags

9:15-9:45 : Large Group - Overview of Career Education and Project.
(With transparencies -- Led by Lois.)

9:45-10:15: Cafe - with interaction at individual tables: (Led by Rog.)
1) Exercise: "Occupational Grouping."
2) Discussion and Coffee.
3) Brainstorm Criteria used by group in "Occupational Grouping" Exercise. (Following is list of criteria):

Education
Specialized
Services offered
Salaries
Construction
Recreation

Social Standing
Public Service
Regional Specialties
Consumers
Skills
Creativity

Roger
(Consultant)

4) Discussion - which led to Values.

10:15-10:45: Large group presentation on Values, Value Clarification, Valuing Process, etc.: (With Transparencies - led by Rog.)

1) Store "A" - Store "B"
2) Alternatives - Priorities.
3) Methods of handling Values: Impose - Depose - Expose.
4) Life Stages:

Dependence — Independence — Inter-Dependence
Birth — Death

5) Decision-Making Process:
   a) Explore Alternatives
   b) Establish Priorities (Narrow down choices to a number you can handle.)
   c) Gather information, consider consequences, etc.
   d) Decision! (Note: Decisions are usually easier to live with if you are provided choices and the Values involved are yours, not someone else's ... this concept reinforces the "Exposing" method of dealing with Values.)

10:45-11:15: Cafe: Film and Discussion: "World of Work" (Led by Peg.)

11:15-11:30: Cafe (Entire Staff.)

1) Open discussion.
2) Participants rank-ordered form concerning services of project. (Note: while participants were filling out this form, Career Education consultants passed out printed materials by grade level.)
3) Written evaluation of Inservice session.

SESSION REPORT

Cabrini Elementary School (Location)
I (Session #)
2/2/76 (Date)

Elementary Teachers (Type of Group)
18 (Attendence)

Objectives and Procedure:

To acquaint teachers with definition of career education, the 16 C.E. concepts, the 15 occupational clusters. To show teachers materials and give them ideas for career education implementation.

Instructor's Material/Equipment:

State career education slides

Kodak slide projector

Cassette Player

Career ed staff involved- John Brasch, Kathy Morris, Lois Gilliland

Printed Materials Handed Out:

Career Development Scope & Sequence Model	CE040
Fifteen Occupational Clusters	CE030
Career Education Games	
Activities for the World of Work	CE082
Career Education Model-National Standard	CE034
Career Education Ideas	
Elements of Career Education	CE038
Revised Bibliography	CE034
Area Resources Guide for Career Ed.	CE035

Summary of Session:

Introduction of consultants -
Overview of the project -
Definition and explanation of career education
Slides of state career education and discussion
Divide into small groups - K-3 - Lois Gilliland,- 4-6 - John Brasch, and 7-8 - Kathy Morris. Discussed curriculum guides, activities teachers already use, materials available, and implementation onto the classroom.

Lois Gilliland
(Consultant)

SESSION REPORT

MOSINEE	2	DECEMBER 11, 1974
(Location)	(Session #)	(Date)

HIGH SCHOOL SOCIAL STUDIES TEACHERS	9 (3 absent-ill)
(Type of Group)	(Attendence)

Objectives and Procedure:

To acquaint teachers with social studies activities in career education through a brief talk and materials.

Instructor's Material/Equipment:

Eau Claire Guide

Career Education Curriculum from Indiana

Printed Materials Handed Out:

Fifteen Occupational Clusters
Rank the Following Items In Importance to You
Preparation for the Interview
Some Reasons for Career Education in the School
Do's and Don'ts of Interviewing
Career Education Handbook
Some Occupations Related to Interest and Ability
Sixteen Concepts

Career Education as a Resource in Social Studies Class

Careers vs. Jobs

Summary of Session:

1. Briefly reviewed national and state history of career education.

2. Discussed the 16 concepts and what career education includes.

3. Passed out activity sheets and guides. Discussed activities and integration into the curriculum.

4. Follow-up - Send materials requested and give assistance on preparing a unit on self concept.

Lori Gilliland
(Consultant)

B-23

NORTH CENTRAL TECHNICAL INSTITUTE

CAREER EDUCATION ADMINISTRATORS' WORKSHOP

December 3, 1975

9:00 A.M.

Holiday Inn - NCTI Room

*** WORKSHOP AGENDA ***

9:00-9:30	Registration and coffee
9:30-10:00	Welcome: Russell Paulsen, Administrator of Research and Development/Director Career Education Services offered by Career Education Project: Lois Gilliland, Associate Project Director of Career Education Introductions: Peggie Mallery, Career Education Consultant
10:00-11:00	Panel of four representatives from the local area: Ray Lisieki, Personnel Manager at Marathon Cheese Corporation Don Abbott, Supervisor of Training at Drott Manufacturing Russell Berg, Manpower Supervisor at Job Services Office Maxine Anderson, Assistant Director of Employment at Employers Insurance Russell Paulsen, Panel Moderator
11:00-12:00	Break into small groups with each panel member acting as a resource person for a group (Panel members will rotate from group to group) Career Education Consultants: Ruth Hase, John Brasch, Kathy Morris, and Peggie Mallery will act as discussion leaders.
12:00-1:00	Luncheon
1:00-2:00	KEYNOTE SPEAKER: Mr. Donald K. Dean, Executive Vice President Wisconsin Chapter The Associate General Contractors of America, Incorporated
2:00-3:00	Optional Activities: Tour of North Central Technical Institute Individual conferences with Career Education Consultants Materials Display

CAREER DEVELOPMENT EDUCATION WORKSHOP

August 18 - 22

North Central Technical Institute

Time Schedule: Monday 9:00 to 3:00 p.m.
(Thirty hours of participation are required, scheduling will be determined by the group)

First Day

Orientation

1. Getting acquainted activities
2. Film: "Cipher in the Snow"

Small Group Sessions

1. Discuss personal career development
2. Learning contracts - Workshop and individual goals for the week

Career Development Wisconsin Style

1. Wisconsin Model
2. Sixteen learning concepts for career development

Career Development - How it Relates to my World

1. Review materials
2. Review teaching aids

Second through fifth days

(The format will be flexible with optional activities offered and time allotted for writing career education activities)

Proposed Content	Activities
Infusing career development into the curriculum	Review of teaching learning strategies and resources Discuss "nuts and bolts" with practitioners (panel discussion) entire group Participants will demonstrate kits and resources to other members of the group Participants will bring in a fellow staff member to share and plan career education plans and activities.

Life/Work Planning	Participant's explore and share career planning experiences
	Discuss the "World of Work" in the 70's and 80's (Panel of community and agency members) (Entire group)
	Buscaglia video tapes
Media (View film on career or self development)	"Pack Your Own Chute"
	"The World of Work"
	"Future Shock"
	"Why Am I Afraid to Tell You Who I Am?"
NCTI Resources	ERIC - Library
	Instructional Media Lab
Career Education Resources Laboratory from UW-Stout	Materials from the Career Education Project at UW-Stout

The majority of workshop time will be devoted to individual project development. A potpouri of activities such as value clarification or decision-making activities will be available on an optional basis.

TO: Curriculum and Methods in Career Education Class

FROM: Lois Gilliland, North Central Technical Institute
Associate Project Director of Career Education

SUBJECT: Tentative class agenda on February 28 at NCTI in room 172. (Bring your own lunch)

A G E N D A

9:00 a.m.	Review Activities for the day Elements of career education Sixteen concepts of career education Projects
10:00 a.m.	Panel Discussion Education from local school districts to discuss their experiences with planning and implementing career education.
11:00 a.m.	Discussion Discussion of projects and career education activities with career education consultants (work on projects if time)
12:00 Noon	Sack Lunch (each participant brings his own)
12:30 p.m.	Individual Activities Discussions with career education consultants Work on projects Preview materials
2:30	Break
2:45	Group Activity
3:30	Individual Activities (same as above)

SCHEDULE OF CLASS MEETINGS:

Saturday, February 28 - 9:00 - 4:00 at North Central Technical Institute

Wednesday, March 10 - 4:00 - 7:00 p.m. at Wittenberg High School

Saturday, March 13 - 9:00 - 4:00 p.m. at North Central Technical Institute

Wednesday, March 17 - 4:00 - 7:00 p.m. at Wittenberg High School

SESSION REPORT

Weinbrenner Shoe Company (Location)
II (Session #)
Jan. 14, 1976 (Date)

Faculty Tour (Jefferson School) Merrill (Type of Group)
15 (Attendence)

Objectives and Procedure:

Instructor's Material/Equipment:

The Jefferson school faculty toured Weinbrenner Shoe Company with self-enrichment and the hope to be able to pass this information on to their students.

Printed Materials Handed Out:

None

Summary of Session:

The tour was conducted by personnel of the Weinbrenner Shoe Company on Wednesday, January 14 at 2:30 p.m. The entire Jefferson School faculty was present and enjoyed the tour very much.

(Consultant)

SESSION REPORT

Merrill Junior High School
(Location)

(Session #)

February 11, 1976
(Date)

Career Day
(Type of Group)

380
(Attendance)

Objectives and Procedure:

Instructor's Material/Equipment:

To present to the 9th grade students an extensive day of exploration in as many careers available within the Wausau-Merrill area.

Printed Materials Handed Out:

Unknown number - but hopefully on each tour the speaker had handouts

Summary of Session:

The career education department of North Central Technical Institute was directly responsible for various films to be shown on career day and career week. (Wisconsin Wheels of Commerce - The Directory of a Road - and Pour It On - Art Is) also the Air Line Industry in the name of Mrs. Kate Childs from Minneapolis.

(Consultant)

NORTH CENTRAL
TECHNICAL INSTITUTE
1000 Schofield Avenue
Wausau, Wisconsin 54401
Telephone 715/675-3331

RESEARCH AND DEVELOPMENT

January 13, 1975

Dear Superintendent;

A series of team weeks will be offered to schools and communities within the North Central Technical Institute career education project district. During these weeks the career education staff will visit a community to offer career education seminars to the teachers in the school district and programs to the adult population to convey career development information to them. Consultants will also be available to work with school and community counselors or organizations interested in career education.

The following weeks are designated as team weeks:

Jan. 20-24
Feb. 3-7
Feb. 17-21
Mar. 3-7
Mar. 17-21
Mar. 31 - Apr. 4
Apr. 14-18
Apr. 28-May 2

Enclosed is a list of activities which the career education staff will offer to schools which they visit. If you or your coordinator of career education are interested in having the career education staff visit your district, please contact me at 675-3331, Ext. 210, or discuss it with the consultant who works in your area.

Yours truly,

Lois F. Gilliland

Lois F. Gilliland
Associate Project Director

LFG:nls
Enclosure

POSSIBLE ACTIVITIES FOR TEAM WEEKS

1. Classroom demonstrations:

    Interviewing techniques

    Value Clarification

    Decision-Making

    Self-Awareness

    Career Exploration

    Attitudes

2. Large or small group programs in one or more areas of career education.

3. Materials Display in building:

    Printed and A.V. materials display and demonstrated for teachers and/or students.

4. Available for individual or small group conferences with teachers and staff.

5. Conduct in-service sessions and/or courses on one or more aspects of career education.

6. Miscellaneous:

    Assist with coordination of career education in the school and the community.

    Panels and programs for parents.

    Coordinate outside resources which relate to career education.

SESSION REPORT

Park Falls High School
(Location)

I
(Session #)

March 18, 1975
(Date)

Life/Work Planning Sessions
(through 9th Grade English Classes-Nancy Watenphal's)
(Type of Group)

125
(Attendence)

Objectives and Procedure:
Life/Work Planning: (including)

1) Exploring Alternatives
2) Value Clarification
3) Decision-Making

Instructor's Material/Equipment:

1) 16 mm. film -"Mr. Koumal"
2) 16 mm. Film - "World of Work"
3) Filmstrip/Cassette set: "Why Am I Afraid to Tell You Who I Am?"
4) Materials for Library Display
5) Two Singer Viewers
6) Signs/Posters
7) Job Cluster Filmstrip and Cassettes.

Printed Materials Handed Out:
(Used in Classroom):
1) Work Values (CE089)
2) Values Auction (CE036)
3) Career-Decision-Making Process
4) Motivation
5) Careers vs. Jobs
6) Value Sheet - Relevancy
7) Value Sheet-Decision Making
8) 15 Occupational Clusters

Note: See attached sheet for printed materials available in Library.

Summary of Session:

Note: Classes begin at following times:
8:24, 10:12, 12:30, 1:24 and 2:18.

I. Classroom Sessions:(Rog with Peg or Ruth)

A. Note: The following info was on the chalkboard:
1) Objectives of hour's program as they appear above -
2) Three parts to Life/Work Planning
a) What is it you want to be?
b) Where do you want to do it?
c) How do you get to where you want to be?

B. 1st Hour (8:24), Ruth & Rog:
10-15 minute presentation covering the following information:
1) Introduction of self and Project.
2) Ask someone in audience to distinguish "Career" from a "Job."

(Consultant)

Park Falls High School (Con't)

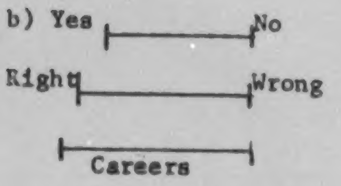
3) Chalkboard:

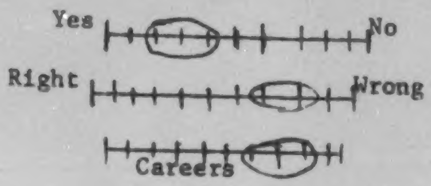
25¢

a) Store "A"
Choc/Vanilla

Store "B" (Group Trip to Minneapolis/St. Paul--(33 Flavors) Stop for an Ice Cream Cone

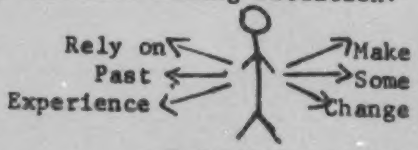
b)





Note: Try to narrow down choices to number you can handle... like 3 or 4.

4) Decision-Making Situation:



Indecision (Brainsto[illegible]elings)
Frustration
Anxiety
Boredom
Insecurity

5) Discussion of Information on Chalkboard: (I-A, 1 & 2 on first page).

6) Exercise: "Work Values."

7) Discussion in two groups.

C. 3rd Hour (10:12), Peg and Rog:
1) Introduction of Selves and Project.
2) Ask someone to distinguish a "Career" from a "Job."
3) Discussion.
4) Exercise: "Work Values."
5) Discussion.
6 & 7) 10-15 minute presentation covering materials in B, 3 and 4 as above.
8) Film: "Mr. Koumal Battles His Conscience."
9) Discussion

D. 5th Hour (12:30) Ruth & Rog:

1) Introduction of Selves and Project.
2) Ask someone to distinguish a "Career" from a "Job."
3) Discussion.
4) Exercise: "Values Auction."
5) Discussion tied in with objectives for session.
6) Written Evaluation.

BUSINESS ARTICULATION

WHAT:	Business Articulation Meeting
WHO:	NCTI Business Instructors and High School Business Instructors
WHERE:	Holiday Inn, Wausau
WHEN:	May 7, 1975
TIME:	4:00 - 8:00 p.m. Sectionals: 4:00 p.m. and 6:30 p.m. Dinner - 5:30 p.m.
PROGRAM:	Sectionals: Individuals will attend sectional in their area of business education. Major Topics: 1) How to prepare students for business post-secondary education through subject matter. 2) Placement, employment, and career trends in business.
EXPENSES:	Mileage and dinner will be reimbursed by the articulation project at UW-Stout.

Please return the form below by April 28, 1975.

______ I will attend the business articulation meeting on May 7, 1975 at 4:00 p.m.

______ I will be unable to attend the business articulation meeting on May 7, 1975 at 4:00 p.m.

Return to:

Lois F. Gilliland
Associate Project Director
North Central Technical Institute
1000 Schofield Avenue
Wausau, Wisconsin 54401

SESSION REPORT

Medford (Location)

3 (Session #)

January 22, 1976 (Date)

Contact Meeting (Type of Group)

9 (Attendance)

Objectives and Procedure:

Instructor's Material/Equipment:

To meet with the representatives of the respective schools for consultation on career activities and to introduce Jim Vilandrer - NCTI Placement Director.

Printed Materials Handed Out:

Thumbnail Sketches and statistical information on placement of NCTI graduates.

Summary of Session:

The information given to the members at the contact meeting by Jim Vilandrer was excepted - although there were many questions. Present were Tom White, Abbotsford; Marty Haavisto, Colby; Fay Yost, Medford; Dan Wanish, Rib Lake; Steve Lindstrom, Athens; Dr. Ahrnsbrak, Madison; Lois Gilliland and John Brasch, NCTI.

John Brasch
(Consultant)

SESSION REPORT

Wittenberg (Location)
3 (Session #)
January 21, 1976 (Date)

Contact meeting (Type of Group)
7 (Attendence)

Objectives and Procedure:

Discussion of Elementary Career Education. Lois presented slides of elementary career ed in the Menomonie Public Schools.

Instructor's Material/Equipment:

Menomonie Slides and accompanying handouts of units shown in slides and numerous relevant handouts.

Printed Materials Handed Out:

Menomonie Public School Elementary Activities

Assorted Elementary Activities (i.e. Peanuts activity)

Elementary Career Education Handbook (Guides and books available through the Project were also on display).

Summary of Session:

This meeting was devoted to a discussion of effective tactics for the implementation of elementary career education. Slides were shown of activities carried on in the Menominie Public Schools (elementary). This presentation was followed by discussion. A table of handouts of elementary activities were available. Following the distribution of materials, Bill Kubeny, Antigo, presented a shortened interpretation of the type of presentation he does (stressing self-awareness) in the elementary classes in Antigo. Bert & Ernie, Sesame Street characters, and big pictures illustrating varying emotions were incorporated into the presentation. Mr. Art Ace, Guidance Counselor in the Tigerton High School attended the meeting for the first time. We were pleased to have him join us and supplied him with informative materials on Career Education. After relaying a message from the NCTI Arts Department regarding a state math meet, plans were finalized for the Stout Course in Career Education which will begin in Wittenberg at 4:00 p.m. on January 28, 1976. The next meeting has been scheduled for February 19 at 2:00. Jim Vilandrer, NCTI Placement Supervisor, will attend the meeting as the guest speaker. Materials pick-up and delivery were also carried out at this contact meeting. Those attending the meeting were: Kathy Morris and Lois Gilliland, NCTI; Art Ace, Tigerton; Bill Kubeny, Antigo; John Cerny, White Lake; Hope Moreland and Judy Boda, Wittenberg-Birnamwood.

Kathy Morris
(Consultant)

A

THREE YEAR COMPARISON STUDY OF SENIOR STUDENTS' CAREER INTERESTS IN AREA HIGH SCHOOLS

By

Peggie Mallery

Career Education Consultant

INTRODUCTION

The Career Education Project staff conducted a career interest survey to determine what students reported as their immediate career objectives after high school graduation. Of particular interest were those students who felt undecided about their career plans. The purpose of this study was to compare the results of the data gathered for a three year period, and the results is tabulated herein.

METHOD OF STUDY

The Career Education consultants at North Central Technical Institute developed the Career Interest Survey questionnaire in fall, 1973, for the purposes of this study. No changes in the questionnaire were made for the sake of continuity. The questionnaire was administered to seniors in the North Central Technical school district high schools in the Falls of 1973, 1974, and 1975. The number of schools represented each year did vary due to a lack of cooperation on the part of schools who chose not to participate some years.

RESULTS

The number of senior students who responded was tabulated by high school and year in Table I. The total number of students increased from 1600 students in 1973 to 2036 in 1975.

A comparison of seniors' immediate career objectives for the three year period is represented in Table II by percentages. The number of high school seniors who reported that they planned to seek employment after graduation increased over the three years from 39 percent to 45 percent. A slight increase was noted in the number of students planning to attend some type of post-secondary institution. A greater percentage of students said they planned to attend a technical school than any other school in all three years.

The number of students who responded "undecided" about career plans decreased over the three year period, from 25 percent to 20 percent. The career education project was most interested and pleased to note these results.

Table III shows a comparison of the eleven schools, whose seniors were tested all three years, with respect to the number of "undecided" senior students. Six of the schools showed a decrease in the number of "undecided" students; Edgar, a pilot school, was one. One school showed no change, and four schools increased (none of the pilot schools were in this group).

Table IV represents a comparison of these eleven schools in four of the career objectives for the three year period. No relationship or pattern in frequency distribution was observed among the career objectives in these eleven schools.

TABLE I

THREE YEAR COMPARISON

NUMBER OF SENIOR STUDENTS RESPONDING BY HIGH SCHOOL

Schools	1973-74	1974-75	1975-76
Abbotsford		58	59
Antigo	291	319	316
Athens	78	66	85
Bowler		37	32
Colby		102	91
D.C.Everest	200	262	194
Edgar		70	69
Mosinee	130	102	96
Marathon			67
Medford	211	197	187
Merrill			224
Park Falls	91	81	94
Phillips	114	110	117
Prentice	38	57	45
Rib Lake		56	50
Rosholt	56	58	60
Stratford		62	99
Wausau East		229	
White Lake		75	39
Wittenberg		132	112
Totals	1600	2073	2036

TABLE II

THREE YEAR COMPARISON OF CAREER OBJECTIVES

	1973-74	1974-75	1975-76
Seek Employment	39%	45%	45%
Military Service	8%	9%	9%
Attend 4-year College or University	21%	22%	23%
Attend 2-year college	5%	5%	4%
Attend Technical institute	27%	29%	29%
Attend other type of school	4%	5%	6%
Marriage	24%	20%	20%
Homemaker	8%	8%	8%
Undecided	25%	22%	20%
Other	7%	3%	5%

TABLE III

THREE YEAR COMPARISON

UNDECIDED SENIORS BY SCHOOL

	1973-74	1974-75	1975-76
ANTIGO	24%	25%	19%
ATHENS	27%	24%	18%
D.C.EVEREST	26%	21%	17%
EDGAR	27%	24%	23%
MOSINEE	20%	23%	24%
MEDFORD	20%	22%	29%
PARK FALLS	26%	25%	16%
PHILLIPS	20%	20%	26%
PRENTICE	27%	26%	27%
RIB LAKE	27%	26%	22%
ROSHOLT	19%	19%	22%
TOTAL	25%	23%	22%

TABLE IV
THREE YEAR COMPARISON BY SCHOOL

SCHOOLS	Seek Employment			Attend Tech. School			Attend 4-year College			Undecided		
	1973	1974	1975	1973	1974	1975	1973	1974	1975	1973	1974	1975
ANTIGO	34%	37%	36%	36%	27%	35%	30%	25%	27%	24%	25%	19%
ATHENS	45%	55%	53%	10%	23%	20%	23%	10%	18%	27%	24%	18%
D.C.EVEREST	45%	43%	41%	30%	32%	29%	30%	26%	32%	26%	21%	17%
EDGAR	55%	52%	54%	30%	43%	14%	15%	20%	13%	27%	24%	23%
MOSINEE	60%	60%	41%	25%	27%	24%	30%	25%	16%	20%	23%	24%
MEDFORD	45%	65%	49%	20%	26%	30%	20%	21%	22%	20%	22%	29%
PARK FALLS	20%	30%	26%	26%	45%	18%	20%	20%	45%	26%	25%	16%
PHILLIPS	25%	40%	50%	30%	30%	37%	19%	19%	18%	20%	20%	26%
PRENTICE	37%	42%	58%	20%	32%	13%	16%	20%	18%	27%	26%	27%
RIB LAKE	36%	48%	62%	30%	23%	24%	16%	18%	14%	27%	26%	22%
ROSHOLT	55%	60%	67%	24%	25%	22%	26%	19%	13%	19%	19%	20%

APPENDIX C

SAMPLE ADULT CAREER EDUCATION PROGRAMS

Page

Tables

I Summary of Adult Contacts for Career Development C-2
II Fourth Quarter June 1976 C-3
III Third Quarter March 1976 C-4
IV Second Quarter December 1975 C-6
V First Quarter September 1975 C-7
VI Fourth Quarter June 1975 C-8
VII Third Quarter March 1975 C-10
VIII Second Quarter December 1974 C-12
Classes C-15
Meetings on Job Seeking Skills C-16
Parent-Teacher Conferences C-17
PTA Meetings C-18
Womens' Meetings - Assertiveness Training C-20
Career Development C-21
YWE Career Exploration Workshop C-23
Adult Career Exploration Workshops C-43
Speaker at Service Clubs C-90

TABLE I

SUMMARY OF ADULT CONTACTS FOR CAREER DEVELOPMENT

Time Period	Adults Contacted	
July - September 1973		
October - December 1973 *	364	(no chart)
January - March 1974 *	199	(no chart)
April - June 1974 *	210	(no chart)
July - September 1974	492	(no chart)
October - December 1974	1,180	
January - March 1975	726	
April - June 1975	1,592	
July - September 1975	344	
October - December 1975	144	
January - March 1976	396	
April - June 1976	294	
Total	5,941	

*Estimated from within narrative in quarterly reports.

Fourth Quarter, June 1976

TABLE II

ADULTS CONTACTED THROUGH MEETINGS OR APPOINTMENTS

Type of Assistance	Title or Type of Program	Location	No. Involved
Introduction to assertiveness training, lecture, group activity, handouts	Assertiveness Training Women - 20 and up	Merrill	32
Introduction to assertiveness training, lecture, group activity, handouts	Assertiveness Training AFDC - Tuesday Morning Mothers Club	Presbyterian Church	15
Group exercise or assertiveness training (Session 3)	Assertiveness Training Women - 18 and up	Community Social Services	22
Introduction to assertiveness training, lecture, group activity, handouts	Assertiveness Training Women - 18 and up	Community Social Services	22
Lecture, handouts, and discussion	Introduction to Assertiveness Training	Solo Parents Club	40
Lecture, handouts, and discussion	Introduction to Assertiveness Training	Universalist Church Women's Circle	15
Group exercises on assertiveness training (Session 2)	Assertiveness Training Women - 18 and up	Community Social Services	22
Individual career counseling (See Table)	Referrals from Community Agencies, NCTI & Self Referrals	NCTI	28
Workshops	Adult Career Exploration Workshops	NCTI	18
Career exploration workshop	YWE Career Exploration Workshop	NCTI	80
			294

TABLE III

Third Quarter March 1976

ADULTS CONTACTED THROUGH MEETINGS OR APPOINTMENTS

TYPE OF ASSISTANCE	TITLE OR TYPE OF PROGRAM	LOCATION	NUMBER INVOLVED*
Resource Speaker	Alternative to High School class activity	NCTI	10
Film	Alternative to High School class activity	NCTI	11
Filmstrip, cassette, and field trip	Alternative to High School class activity	NCTI	10
Values Clarification, exercises and discussion	Alternative to High School class activity	NCTI	10
Career exploration - tour, classroom visitations, speakers	Career Day for Youth Work Experience students	NCTI	26
Film, handouts, panel discussion, and student participation	Job Application Process and Interviewing - NCTI Merchandising and Marketing Students	NCTI	18
Filmstrip, handouts, group exercise and discussion	"Women and the Changing World"--Career Counseling for the Mature Women	UW Center - Marshfield	25
Filmstrip and Discussion	Changing Roles and Goals Program American Association of University Women	Presbyterian Church	30
Filmstrip and Discussion	Women's Club - self awareness activities	Dorchester	50

TABLE III CONTINUED

TYPE OF ASSISTANCE	TITLE OR TYPE OF PROGRAM	LOCATION	NUMBER INVOLVED*
Introduction to Assertiveness Training, lecture, group activity, handouts	Assertiveness Training Women - ages 18 - 55	Merrill	13
Assertiveness Training - handouts, movie, and group activity	Assertiveness Training Women - ages 18 - 55	Merrill	13
Assertiveness Training discussion, handouts	Assertiveness Training Women - ages 18 - 55	Merrill	13
Lecture, discussions, handouts	Introduction to Assertive Behavior - Wausau Junior Women's Club	Marathon County Health Care Center Wausau	50
Lecture, handouts and discussion	Explanation of Police Science class - Assertiveness Training presented	NCTI	25
Discussion	Introduction to Assertive Behavior Mid-Wisconsin Insurance Woman's Association	Employers Insurance Company	25
Values clarification exercise and group discussion, lecture and handouts	Introduction to Assertiveness Training and values clarification for clerk typist students	NCTI	16
Individual career Counseling (See Tables II, III & IV	Referrals from community agencies, NCTI, and self referrals	NCTI	51
		Total	396

*Some numbers for large group meetings are approximate.

TABLE IV

Second Quarter December 1975

ADULTS CONTACTED THROUGH MEETINGS OR APPOINTMENTS

TYPE OF ASSISTANCE	TITLE OR TYPE OF PROGRAM	LOCATION	NUMBER INVOLVED
Individual Counseling (On-going Counseling)	English as a Second Language	NCTI	31
Individual Counseling (On-going Counseling)	Adult Basic Education classes	NCTI	33
Group and Individual Counseling (On-going Counseling)	Alternative to High School class	NCTI	12
Individual Counseling	Drop-ins and Referrals	NCTI	6
Individual Counseling	Tuesday Morning Mothers Club	Presbyterian Church	12
Follow-up	Students from YWE Workshop	Schools which they attend	50
		TOTAL	144

TABLE V

First Quarter September 1975

ADULTS CONTACTED THROUGH MEETINGS OR APPOINTMENTS

Type of Assistance	Title or Type of Program	Location	Number Involved*
Group Workshop	Career Exploration Workshop	NCTI	166
Group Inservice	Adult Basic Education Inservice	NCTI	19
Group Program	"Woman Today - Changing Roles & Goals"	Y.M.C.A.	35
Class	Life/Work Planning	UWMC-Medford	4
Group Workshop (2 sessions)	Assertiveness Training	UWMC-Wausau	38
Group Counseling (On-going counseling)	Potential High School Dropouts in class on Wausau contract	NCTI	11
Individual Counseling (On-going counseling)	English as a Second Langauge	NCTI	24
Individual Counseling (On-going counseling)	Adult Basic Education classes	NCTI	24
Individual Counseling	Drop-ins and Referrals	NCTI	13
Individual Counseling	Tuesday Morning Mothers Club	Presbyterian Church	10
		TOTAL	344

* Some numbers for large group meetings are approximate.

TABLE VI

Fourth Quarter June 1975

ADULTS CONTACTED THROUGH MEETINGS OR APPOINTMENTS

Type of Assistance	Title of Type of Program	Location	Number Involved*
Class	"Who Am I? -1-A"	NCTI	12
Group and Individual Counseling	Tuesday Morning Mother's Club (AFDC Mothers)	Wausau	26
Group Program	Career Education for Community Agencies of Social Services	Wausau	6
Group Program	YWCA "Live Wire" Club	Wausau	18
Group Program	U.W. Marathon Women's Center	Wausau	10
Large Group Career Day	Industry and You Day	Antigo	1000
Group Program	Storefront Alternative School (Weekly)	Wausau	25
In-service	Youth Development Staff of NWCAP	Wausau	8
Group Program	Switchboard Hotline Group	Wausau	15
Group Program	Hearing Impaired Council	NCTI	15
Planning Meeting	Youth Policy Council (NWCAP)	Wausau	2
Group Program	(Youth Policy Council NWCAP) Program for teenagers	Merrill	26

TABLE VI CONTINUED

Type of Assistance	Title of Type of Program	Location	Number Involved*
Planning Meetings	On ABE & Career Education, CAP, Mental Health, Social Services, Job Services, Community Services.	Wausau	5
Career Days	Classroom Demonstrations on Life/Work Planning	Athens	185
Group Program	Business Articulation - NCTI area and High School Instructors	Wausau	39
Individual Counseling	Individual clients for all consultants	Wausau	25
Projected Activities through June -			
Workshop	Career Exploration Workshop - Youth Work Experience (June 11-13)	Wausau	150
Workshop	Assertiveness Training (June 23-24)	Wausau	25
		Total number involved	1592

* Some numbers for large group meetings are approximate

TABLE VII

Third Quarter March 1975

ADULTS CONTACTED THROUGH MEETINGS OR APPOINTMENTS

Type of Assistance	Title of Type of Program	Location	Number Involved*
Testing	General Education Diploma	Antigo	12
Group Program	WIN Group Session (6 meetings of 16 each)	NCTI	16
Group Program	Development of Life Planning Skills Tuesday Morning Mothers Club (Welfare)	Presbyterian Church	26
Class (Appendix C)	"Going Places With Your Personality"	NCTI	3
Group Program (Appendix C)	Parents and Students - Session I	Stratford	25
Group Program (Appendix C)	Parents and Students - Session II (Financial Aids)	Stratford	50
Group Program (Appendix C)	Parents and Students - Session III ("Future Shock" film)	Stratford	10
Group Program	"Who am I? 1-A"	Marathon County Library	9
Group Program	Open House - Display and Counseling Services	Athens	23
Group Program	CAP Regional Conference	Wausau	29
Group Program	Explanation of Career Education to the Edgar-Athens Lion's Clubs	Edgar	28
Group Program	Social Services Staff In-service	Wausau	56

TABLE VII CONTINUED

Type of Assistance	Title or Type of Program	Location	Number Involved*
Group Program	Woman Today to the Professional Business and Women's Club	Merrill	46
Group Program	Woman Today to the Professional Business and Women's Club	Wausau	27
Classroom Demonstration	Career Awareness (Junior & Senior Students)	Rib Lake	120
Panel Discussion	Careers For the Future (Senior Students)	Witt-Birnamwood	105
Small Groups	Storefront (Alternative School) (Nine sessions on self-development)	Wausau	20
Class Demonstration	Introduction to Marketing Class	NCTI	30
Individual Meetings	Counseling (Career)	Entire Project	23
Group Program	WEA Business Sectional (Articulation questionnaire and explanation)	Wausau	50
In-service	NWCAP Youth Development Staff	Wausau	6
Group Program	Women and Work - UW-Marathon Women's Center	Wausau	6
Individual Meetings	Marathon County Health Care Center	Wausau	6
		Total number involved	726

* Some numbers for large group meetings are approximate.

TABLE VIII

Second Quarter December 1974

ADULTS CONTACTED THROUGH MEETINGS OR APPOINTMENTS

Type of Assistance	Title or Type of Program	Location	Number Involved*
Testing	General Education Diploma	Antigo	25
Counseling	Individual (Career)	Entire project	22
Group Program	Film: Future Shock	Wausau	35
Group Program	Film: Career Decision-Making	Wausau	5
Group Program	Panel Discussion: "Area Employment Trends, Education, and Work Opportunities for Women"	Wausau	17
Group Program	Explanation of Career Education - Stratford Lion's Club	Stratford	40
Group Program	Explanation of Career Education - Wausau Kiwanis Club	Wausau	20
Group Program	Planning for the Future - Future Homemakers of America (Edgar, Athens, Mosinee, Stratford	Edgar	100
Group Program	American Pie Forum - Session I	NCTI	17
Group Program	American Pie Forum - Session II	NCTI	10
Group Program	American Pie Forum - Session III	NCTI	10
Group Program	American Pie Forum - Session IV	NCTI	5
Group Program	American Pie Forum - Session V	NCTI	6

TABLE VIII CONTINUED

Type of Assistance	Title or Type of Program	Location	Number Invovlved*
Group Program	Senior Citizens Involvement in Career Education - Older Americans (Library Program)	Wausau	50
Group Program	Filmstrip: Women Today - YWCA Holiday Apron Strings Group	Wausau	56
Display Table and Consultant	Career Development Information - Parent-Teacher Conferences	Edgar	38
Display Table and Consultant	Career Development Information - Parent-Teacher Conferences	Mosinee	58
Display Table and Consultant	Career Development Information - Parent-Teacher Conferences	Athens	33
Group Program	Explanation of the Career Education Project Abbotsford P.T.A.	Abbotsford	50
Group Meeting	Tuesday Morning Mother's Club (Welfare) Twelve weekly meetings	Wausau	235
Group Meeting	Work Incentive Orientation Program (In Cooperation with Job Service Office)	Wausau	10
Group Program	Panel for Parents (Career Night)	Rosholt	25
Class	Curriculum and Methods in Career Education	Rhinelander	8
Group Program	Parents of Undecided Seniors	Phillips	4

TABLE VIII CONTINUED

Type of Assistance	Title or Type of Program	Location	Number Involved*
Developmental Classes (NCTI)	Overview of Career Education, Exploring Values, Decision-Making		
	Session I	NCTI	22
	Session II	NCTI	22
	Session III	NCTI	10
American Institutions Class	Overview of Career Education, Exploring Values, Decision-Making	NCTI	30
Materials Display	Parent/Teacher Meeting	Colby	50
Materials Display	Parent/Teacher Meeting	Abbotsford	50
Class Demonstration	Prentice High School (Students over 16) Session I	Prentice	30
Class Demonstration	Prentice High School (Students over 16) Session II	Prentice	12
Group Meeting	Career Night - Rib Lake	Rib Lake	75
		Total number involved	1,160

* (Some Numbers are Approximate for Large Group Programs)

PROPOSED MINI-COURSE: "Life/Work Planning"

LOCATION: Room C-1, Classroom Bldg., UWC-Medford

BEGINNING TIME & DATE: Monday, July 14, 1975 (7:00 - 8:30 P.M.)

LENGTH: Five, 1½ Hour Sessions. (Course to be completed by July 31, 1975)

FACILITATOR: Roger Zerrenner
Career Education Consultant

COST: No fee! This course will be run through a federally funded Career Education Program under the auspices of NORTH CENTRAL TECHNICAL INSTITUTE, Wausau.

TARGET POPULATION: Anyone is most welcome to attend. Persons recently graduated from High School who are undecided about their future, and others who are unemployed, or considering a career change, or unhappy in their present situation should find this experience especially valuable.

APPROACH: This course will be conducted in an informal manner. Emphasis will be placed on group participation and interaction, with additional input from the facilitator and A-V materials. Each session will be designed to teach the concepts and skills needed to apply personal values to career decisions. In the past, too much career counseling followed a two-dimensional approach. A young person's interests and abilities were simply matched to specific job groups. The person himself--with his rich variety and intense individuality--seemed left out. Adding values as a third dimension in career choice puts the individual, with his needs and feelings, exactly where he belongs--at the center of the career decision process. It is the intent of this course to assist each participant in doing just that.

PROPOSED CONTENT: (Open to suggestions/modifications from group.)

SESSION I.
- Getting Acquainted
- Exploring Alternatives
- Value Clarification
- Decision-Making Process

SESSION II.
- Personal Values
- Environment
- Working Conditions

SESSION III.
- Chance-Taking (Security vs. Risking)

SESSION IV.
- Commitment
- Freedom vs. Responsibility

SESSION V.
- Planning
- Use of Time (Structured vs. Unstructured)
- Goal Setting

SESSION REPORT

N.C.T.I. - Studio B
(Location)

1
(Session #)

Nov. 14, 1974 - 7:30-9:00p.m.
(Date)

American Pie Forum group - Adults
(Type of Group)

17
(Attendence)

Objectives and Procedure:

View American Pie Forum - Tape I

Find out what people wanted - why they came. Got them to talk a little about their job situation.

Instructor's Material/Equipment:

Outline of Pie Forum - supplemental material

Printed Materials Handed Out:

NCTI - catalogs, pamplets on NCTI programs, apprenticeships, Women In Apprenticeships and Women's Things

WSES - Unemployment Compensation and WSES - Use of

Summary of Session:

Viewed American Pie Forum - ½ hour
Break for coffee
Informal discussion on what they wanted - allowed most of time for questions and answers
Discuss topics for next week
About ½ of group stayed to meet with consultants for individual information after session.
Large cross-section of needs - But all want employment and many want job satisfaction.

Peggie Mallery
Ruth [illegible]
(Consultant)

Dear Parents,

There will be a member of the career education staff from North Central Technical Institute at the high school during parent-teacher conferences to assist you with career information. This may be helpful to your child in planning his high school program or future career.

The following are some types of information that will be available:

1. How high school subjects relate to future employment.

2. How your interests and talents are related to work.

3. Occupational Information
   a) Nature of Work
   b) Places of Employment
   c) Training, Other Qualifications, and Advancement
   d) Employment Outlook
   e) Earnings and Working Conditions

4. Future Employment Trends

5. Interviewing Techniques

We hope that you will stop at the display in the hallway and take advantage of this service.

Sincerely yours,

L. J. Hebert
Principal

SESSION REPORT

Abbotsford High School (Location)
I (Session #)
Tuesday, Nov. 12, 1974 (Date)

Abbotsford P.T.A. (Type of Group)
(Up to 100) (Attendance)

Objectives and Procedure:

1) Overview of Projects
2) Define Career Education
3) Overview of Services
4) Self-Awareness - Value Clarification!

Instructor's Material/Equipment:

1) Ex: "Work Values"

Printed Materials Handed Out:

1) Flyer: "Federal Job Info" (CE165)
2) "Career Dev. Sequence Model" (CE040)
3) "Parents & Career Ed. (CE071)
4) "What are you Cut out to Be? (CE002)
5) "A Word About the World of Work" (CE110)
6) "Children Learn What they Live" (CE114)
7) "Careers vs. Jobs" (CE024)
8) "Work Values" (CE089)
9) "Career-Decision-Making Process" (CE087)
10) "Career Clusters" (CE030)
11) "Positive Approach to Discipline (CE092)
12) "Value Strategy" (CE086)
13) "The Art of Not Listening" (CE042)
14) "Communication with Others" (CE102)
15) "What do you Value in Life? (CE056)
16) "I.C.E.D. Brochure"
17) "Quips, Quotes & Quibbles II (CE01
18) "Do's & Don'ts" (CE112)
19) "Exploring an Occupation" (CE109)
20) "Job Clusters" (CE030)
21) "A Theory of Occ. Choice" (CE160)
22) "Theory of Voc. Development" (CE12
23) "Kinds of Information Students May Need About Occupations" (CE169)
24) "Vocational Development" (CE190)
25) Flyer: "All People Have Needs"
26) Poem: "Set a Good Example"
27) Flyer: "Six Most Important Words ... One Least Important"

Summary of Session:

1) Introduction by Tom White
2) Comments showing appreciation of Stage Band.
3) Ask someone in audience to distinguish "Career" from a "Job". (Note: No one volunteered, so I did.)
4) Brief commentary of how I ended up in Education.
5) Overview of Project:
    a) Work with teachers and adults.
    b) Emphasis:

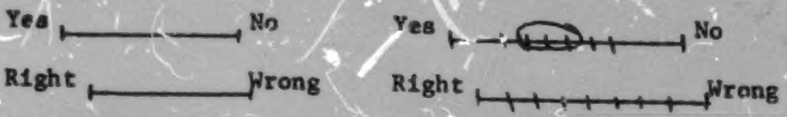
9-12 (Career Prep.)
7-9 (Career Orientation)
↑ (Career Awareness)
K (Self-Awareness)

(Consultant)

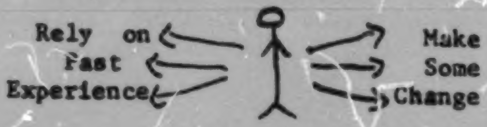
6) Overhead Projector:

a) Store "A" -- Store "B" (Group Trip to Marshfield - Ice Cream Cone)

b)



c) Decision-Making Situation:



Indecision (Brainstorm Feelings)
Frustration
Anxiety
Boredom
Insecurity

d) Asked Group the following questions:
1) How many have experienced "Indecision" in a Decision-Making situation?
2) How many have experienced at least one of the feelings listed above?
3) How many enjoy those kinds of feelings.
4) How many would like for experience an activity whereby you will be looking at Values and Priorities, etc?

7) Exercise: "Work Values."

a) Discuss at Tables
b) Discuss in Large Group. (Note: Suggested to group that in a decision-making situation you establish your priorities and look at only as many choices as you can handle, such as 3 or 4.)

8) Handout: "Career Decision-Making Process".

9) Adjournment - Available by tables of material to talk with individuals.

ASSERTIVENESS TRAINING WORKSHOP*

YMCA -- October 16, 23, & 30 --

By: Ruth Hase and Peg Mallery
Career Education Consultants
North Central Technical Institute

(limited enrollment - 20 people for for first session; Ruth and Peg will split group in half for second and third session.)

Session I:
Oct. 16

Administration of Survey: Rathus Assertiveness Scale
Explanation of assertive behavior with handouts and examples.

Introduction of role play concept and behavior response practice.

Simulated incidences to crystalize concept and practice of assertive behavior - small group activity.

Session II:
Oct. 23

Showing of movie, Assertiveness Training, Part II, which is a series of vignettes to stimulate group discussion and practice of assertive responses and behaviors.

Assignments for last session.

Session III:
Oct. 30

Group discussion and practice related to individual situations where assertive behavior is desirable. (This session will deal with role plays, on a very low key, of individuals' situations. Since most people are rather timid about this procedure, but really enjoy it and benefit from it after involvement. Therefore, we do not say too much about the session ahead of time, Ruth.)

Discussion of any of the handout situations.

* This outline is subject to change as group needs may vary and time allowances change.

ASSERTIVENESS TRAINING WORKSHOPS

GOALS AND OBJECTIVES

By Peggie Mallery

Individuals will attend three two-hour sessions.

Individuals will learn about assertive behavior:

a. Individual will learn how assertive behavior fits in with other social skills.

b. Individuals will be able to distinguish between assertive, aggeessive, and non-assertive behaviors with the verbal and nonverbal skills involved with each.

c. Individuals will learn "the basic human rights" necessary to develop the personal belief system for assertive behavior.

Individuals will identify their problem areas of assertion and rate their assertiveness by use of rating scales; they will each make a list of from five to ten situationally assertive problems.

Individuals will learn to be more assertive in at least one type of situation on their list through role play (a behavioral rehearsal technique).

Individuals will learn and practice relaxation at each of the three sessions as basic to anxiety reduction, and resulting in display of more assertive behavior.

Individuals will be assigned homework; to log three (3) situations during the week where they practiced more assertion for purposes of class discussion and group reinforcement.

Individuals will take the Rathus Assertiveness Scale - pre and posttests.

Individuals will gain support and learn (role model) assertive behavior through group interaction.

Outcome

Individuals will feel better about themselves, therefore increasing their self-esteem and self-confidence by feeling and acting more assertively.

Communication will usually remain open and free flowing when individuals behave assertively.

SESSION REPORT

Presbyterian Church
(Location)

I
(Session #)

January 20, 1976
(Date)

American Association of University Women
(Type of Group)

30 (Approximately)
(Attendance)

Objectives and Procedure:

"Changing Roles & Goals: Options for the Mid-Career Change Woman"

Overview
Filmstrip
Materials handout
discussion

Instructor's Material/Equipment:

Cassette player

Filmstrip machine

Filmstrip - Women Today

Printed Materials Handed Out:

A Folder Containing: 1) Statistical Information from U.S. Office of Labor (current); 2) Bibliographies/Resources; 3) Know What Your Rights Are; 4) Why Women Work; 5) Profiles of the Country's 109 Million Women; 6) Women Workers Today; 7) Twenty Facts on Women Workers; 8) Chart on Lengthening Span of Women's Lives; 9) Highlights of Women's Employment and Education (1973); 10) The Potential of Women by John J. Durkin; 11) Three Exercises to help expand one's horizons -

"Role Change Project"
"Ranking Jobs You've Had"
"Have You Lost Touch With Your Dreams"

Summary of Session:

After a AAUW business meeting the consultants were introduced. A brief assessment of where women are today(the climate throughout the country) was presented. Information from the U.S. Department of Labor and current national magazines was referred to. Next the filmstrip, Women Today was shown. Specially prepared folders containing materials the consultants felt might be particularly pertinent to this group were distributed, with the consultants explaining how the materials could best be used, some significant points in the articles, etc. The consultants then specifically directed their comments to the circumstances surrounding the mid-career change woman and options available to her. A very lively exchange of questions and answers followed. The AAUW (on a state-wide basis) has a commitment to Career Education and would like to do something here in Wausau on a local basis. One alternative discussed was working with high school girls in terms of small group discussions devoted to talking about options available. Aside from working with other groups, the members of AAUW thought they could benefit from brushing up on their job seeking skills, writing resumes, etc. Many were interested in the counseling services the project offers, and it is our feeling that many referrals will grow out of this meeting.

Kathy Morris & Ruth [illegible]
(Consultant)

CAREER
EDUCATION
PROGRAM

CAREER EXPLORATION WORKSHOP

Project Director,
Dr. Russell Paulsen
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Ruth Hase
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NORTH CENTRAL TECHNICAL INSTITUTE
WAUSAU, WISCONSIN
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206

SUMMARY REPORT

1975 CAREER EXPLORATION WORKSHOP

BY

PEGGIE MALLERY

The activity which is the subject of this report was supported in whole or in part by the U. S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

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SUMMARY REPORT

1975 CAREER EXPLORATION WORKSHOP

for

YOUTH WORK EXPERIENCE STUDENTS

INTRODUCTION

The Career Education Consultants, employed under the U.S.O.E. project grant on Career Education for Persons in Rural Areas -- Primary Focus on Adults 16 and Over, conducted their second "Career Exploration Workshop" for youth, ages 15-17 years, employed in the Youth Work Experience Program funded under CETA. A total of 166 area high school youth participated in the workshop, held at North Central Technical Institute, Wausau, Wisconsin, on June 11, 12, and 13, 1975. The focus of the workshop was "hands-on" exposure in 15 occupational areas. The workshop focused on sophomores and juniors who had not participated in last year's summer workshop.

DESIGN OF THE WORKSHOP

The Career Exploration Workshop, held at North Central Technical Institute, consisted of 13 career exploration units that were conducted by NCTI faculty. Two units were conducted by outside persons, and an additional Life/Work Planning unit was conducted for all workshop participants by career education and CESA #7 staff members. The students made their own selections of the occupational areas they explored; each had a choice of six from the fifteen offered.

The purpose of this workshop was to provide this economically disadvantaged group of youth with exposure to and hands-on experiences in a variety of occupational areas. These experiences could then help students in their long and short range career planning, high school course selection, and clarification of individual interests and abilities.

The workshop lasted for three days, beginning at 9:00 a.m. and finishing at 1:45 p.m. Units were one hour and fifteen minutes in length with a lunch period of fifty minutes. Students received remuneration through CETA for their time spent in career exploration as they would have for their on-the-job experience.

Students were sent letters for registration via their Youth Work Experience supervisors and asked to make their occupational selections in advance of the workshop. The letter of explanation was sent to students and their parents; parents seemed to have as many questions about the program as their children. Pre-registration of all students attending the workshop was attempted but only partially completed. Consequently, a large number of students had to be registered on the first morning of the workshop.

Fourteen occupational areas, one developmental unit, and one self-awareness career planning unit were offered and students attended a total of seven units. Units offered were:

1. Health Occupations
2. Public Service Occupations
3. Graphic Arts
4. Manufacturing Occupations (Machine Tool & Welding)
5. Electronics Occupations
6. Drafting & Residential Design
7. Apprenticeable Occupations
8. Office Occupations (Secretarial & Clerical)
9. Office Occupations (Accounting)
10. Office Occupations (Data Processing)
11. Developmental Program & high school courses related to vocational careers
12. Natural Resources
13. Ag-Auto Occupations
14. Marketing and Distribution
15. Home Economics
16. Life/Work Planning

Students attended an orientation session to welcome them and explain the workshop procedures. A series of activities on career decision-making and an attitude survey were conducted. The students were given the survey again at the close of the workshop to see if pre-post testing would show any significant difference. Milk was distributed to the students just prior to dismissal of the orientation session. Faculty introductions were also given during this orientation.

Lunch was provided for all workshop participants on the last day of the workshop, followed by a closing program and student evaluations of the workshop. Mock interviews by two high school students were conducted and George Glaser, Personnel Director of Marathon Electric Wausau Division, gave a short talk on job interviewing.

Faculty met just prior to workshop opening and again at the close to discuss procedures and recommendations.

Participation Awards were distributed to all students who attended the workshop during the last units.

STUDENT EVALUATIONS OF THE WORKSHOP

Students were given evaluation forms at the end of the luncheon program at Friday noon of the workshop. The Attitude Opinionaire survey was also distributed for post-test statistics on the group. Some concern was expressed by faculty as to the appropriate time for evaluations of the workshop. The recommendation was made that evaluations be completed by students at the end of their last sessions before the luncheon and closing program. This will be considered in future workshops.

The data tabulated on the following pages represent students' responses in the evaluations. However, the information given by the students may not be as accurate as this writer would like because the evaluation form was to have been explained to the students at the time of dissemination; however, the explanation was forgotten. Question #3 was quite confusing to students and their responses indicated this to be true. Readers are asked to keep this in mind as they read the following tables. A total of 104 students completed and returned the evaluation. (A copy of the evaluation form is at the end of this report.)

TABLE I

Student Responses to the Career Exploration Workshop in General

Question #1

Number of Students in Semantic Differential Scale

Boring	3	9	25	63	Interesting
Bad	1	4	23	73	Good
Unorganized	4	8	19	69	Organized
Usual	29	27	24	18	Unusual
Confused	4	5	32	57	Clear

TABLE II

*Students' Perceived Benefits from Workshop Participation

Question #2

Number of Students	Perceived Workshop Benefits
57	High school course selection
75	Career planning
74	Learning about new careers
63	Clarifying career interests

*The total number of students who responded = 104

TABLE III

Student Ratings of Career Units

Question #3

Number of Students

	Good	Average	Not too Good	Very Bad	Total Number of Students
Health	29	8	2	0	39
Public Service	9	17	9	2	37
Graphic Arts	23	7	3	0	33
Manufacturing	27	11	4	0	42
Electronics	18	7	2	0	27
Drafting	8	8	2	0	18
Apprenticeship	13	8	4	2	27
Data Processing	34	9	2	0	45
Accounting	8	5	6	1	20
Secretarial-Clerical	20	10	1	0	31
Developmental	17	6	3	1	27
Natural Resources	7	9	6	3	25
Ag-Auto	21	6	5	2	34
Marketing & D. E.	24	11	7	2	44
Home Economics	23	8	5	0	36
Life/ Work Planning	47	12	11	5	75*

* All students were required to attend Life/Work Planning.

TABLE IV

Students comments from Evaluations

"A little unorganized but extremely interesting. Could it be possible that I could help teach career occupations? I would like to send information if I can."

"It was very interesting."

"You should give each class as much time as they need."

"When the instructor used aids - such as machine slides - film strips - it makes it much more interesting."

"I learned alot of things I thought I would never get a chance to even look at."

"Rotten."

"I liked it alot. It was very interesting. Thanks, I would enjoy coming again."

"I hope I may come back next year to go to school - in some of the classes I took."

"Enjoyed it very much."

"The workshop should be held for more than three days next year."

"It was an interesting thing."

"It's really great to see all of the different classes but it's not fair to have other kids take our jobs we had last year. People who have worked for this program should be able to get the same job--should be first in line--because the kids get their jobs, kids from last year will have to find others."

"I thought this was a good program."

"This was fun but some classes were boring."

"Overall an excellent program. I think it should be continued next year."

"This was very good for me and everyone else and it will help us to choose our careers."

"Too long, not enough to talk about."

"In some cases, they didn't have enough information. Some didn't really explain themselves."

"The workshops which included activities were much more interesting than those where we were just lectured or saw filmstrips."

"I thought that this was a lot of fun and interesting."

"I would like to come again, and be helped very much. I hope more students would go to these courses - they would learn alot."

"Less lectures, more activities."

"I think the program is very good. I've learned from it and I hope it will last a long time. I would change the class times to how the length of time the teacher thinks he needs to explain the course."

"It was very interesting and I think this will help me out alot."

"It does help you find your interests though."

"I think the programs should be divided for those who are more advanced and the sessions should be shorter--only a two-day workshop."

"I think this program should be kept up."

"It should have lasted longer."

"Held longer "

"It was alright."

"It's alright."

"I thought it was a very interesting three days."

"Most of the classes were fun."

(Note: The comments listed were quoted directly from student evaluation forms.)

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The majority of the students responded very positively toward their workshop experience for all questions on the evaluations. The group, as reported by faculty, were very co-operative and enthusiastic. Most students and faculty felt that the shorter day (5 hours) and length of sessions attributed to this enthusiasm and lack of disciplinary problems.

Students were asked to indicate the units they liked most. The equal distribution of responses may suggest that students' most liked units reflected their individual interests rather than the quality of the units.

Natural Resources and Public Service, offered one day only, were two good additions to the workshop as indicated by their popularity as student choices. However, the students indicated by the number of negative responses on student evaluations that these units did not include enough hands-on activities.

Registration again presented some problems even though pre-registration was attempted and over 100 students were pre-registered. Many of these students did not attend the workshop, while a large group of students did attend who had not pre-registered. The communication between YWE supervisors and career education staff about the workshop was not adequate and a misunderstanding occurred which created some confusion on the first morning of the workshop.

The orientation program helped to outline the program for the students and focused on the relevance of career exploration and its application to career planning. The orientation program also presented a convenient mode of pre-testing the population.

Faculty expressed positive, more favorable feelings about the workshop and the students during the faculty evaluation meeting held at the close of the workshop. Their comments have been incorporated with the conclusions and recommendations on this report. Faculty did report that students did not respond well to discussion or question/answer format; they need established activity to get them involved.

Data from pre-post testing with the attitude survey is being tabulated and will be available at a later date. Names and social security numbers were obtained from students on the survey forms to insure consistency of the population tested. This supplementary study is being conducted by the academic department at NCTI.

Some follow-up with last year's workshop participants was conducted in spring of 1975. Career education staff wanted to look at the long term effects of the workshop on the youth. Approximately 30 YWE workshop participants were interviewed at Wausau East High School on a voluntary basis with form questions. Information gathered through this procedure demonstrated that students still maintained positive feelings toward their workshop experiences. Students could recall at least three career units they participated in and made some recommendations. However, many students were not able to recall very much factual information about career units. Staff felt that this follow-up procedure was valuable, and the interview technique was appropriate, but that it was done too late in the school year.

In conclusion, the Career Exploration Workshop was successful in providing youth with meaningful career exposure and experience in a number of career areas. The youth's exposure to facilities and programs at NCTI was beneficial to both NCTI and the youth, as many of the career programs at NCTI presented realistic career options for them.

The Career Education Project will consider running a third summer workshop for the Youth Work Experience students who have not previously participated in the workshops.

The following recommendations were made after reviewing student and faculty recommendations and career education staff reactions to the 1974 and 1975 workshops:

1. A third summer career exploration for Youth Work Experience participants who have not previously attended a workshop should be conducted in June, 1976.
2. The length and format of the workshop was appropriate and should be repeated.
3. An orientation session should be conducted at the opening of the workshop with similar content as this year, but decrease the length of the session to about one hour. Consider some form of small

group orientation for increased effectiveness.

4. Pre-registration should be completed through CESA #7 and the YWE supervisors when possible. A series of registration packets with corresponding numbers should be made for those students who arrive unregistered, or another method to alleviate the problems of registering late students should be carried out.

5. Better communication and coordination of workshop goals and procedures with all persons and agencies involved with the YWE program is recommended.

6. "Hands-on" activities for student involvement must remain the nucleus for all the career exploration units.

7. The Life/Work Planning unit taught by career education staff, which was enjoyed by most students, should be a required unit at any future workshops.

8. Student evaluations of the workshop and the Participation Awards for each student in attendance should be distributed at the close of the last career exploration unit.

9. A program and/or luncheon to pull the group together and present some closure to the workshop should be considered for future workshops.

10. Follow-up, to be determined by the career education staff and CESA #7, should be conducted by career education staff with students who participated in the 1975 summer career exploration workshop. This follow-up should be planned and conducted early in the school year.

APPENDIX

I. STUDENT INTERVIEW

II. LETTER TO PARENTS AND STUDENTS

III. CAREER CLUSTER CHOICE LIST

IV. MEMO TO FACULTY

V. STUDENT SCHEDULE

VI. EVALUATION QUESTIONNAIRE

STUDENT INTERVIEW - CAREER EXPLORATION WORKSHOP - SUMMER 1974

Explain purpose for the interview:

1. What did you learn about different areas of work and careers? (Give 2 or 3 examples of information learned.)

2. Do you know what you're going to do after high school? What?

   If yes, did your participation in last summer's workshop (help) you make your decision in any way? Did it help you find out things you might like to do or not like to do? (Give examples.)

3. Other comments:

4. Suggestions on other information, procedures, likes and dislikes for future workshops:

Career Exploration Workshop

JUNE 11 - 13

NORTH CENTRAL TECHNICAL INSTITUTE

Dear Students and Parents:

The second Career Exploration Workshop is being held for students participating in the Youth Work Experience program this summer. The purpose of the workshop is to provide you, the student, with prevocational experiences in 15 different occupational areas.

> "We don't consider it nearly so important what people choose as we do that they choose from the widest possible range of opportunities."
> Kenneth B. Hoyt

You'll get some information on many careers including qualifications and education necessary and, in many areas, an opportunity to try out some tasks in different career areas (do some "hands-on" activities). All this will help you in planning your own career.

The workshop is sponsored by the Career Education Project at North Central Technical Institute in cooperation with CESA #7 Youth Work Experience Program. The workshop will begin on Wednesday, June 11 and students should report to the main lobby, North Central Technical Institute, Wausau, 8:00 - 8:30 a.m., to pick up registration packets.

You must register with your YWE supervisor as s/he has the information and registration forms. Please complete the registration by May 15th.

We recommend that students bring their own lunches as facilities at NCTI are limited. We're looking forward to seeing you at the workshop!

from: The Career Education Project Staff
Russell Paulsen, Ph. D., Administrator
Research and Development
Lois Gilliland, Associate Project Director
Ruth Hase
Peggie Mallery → Consultants
Roger Zerrenner

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Phone (715) 675-3331 - Ext. 210

or

Bob Young
CESA #7
Stevens Point, WI 54481
Phone (715) 346-3151

Name —

CAREER EXPLORATION WORKSHOP

June 11-13

North Central Technical Institute

Choose six (6) career areas from the list below that you want to participate in during the Career Exploration Workshop (✓).

_____Health Occupations

_____Public Service Occupations

_____Graphic Arts

_____Manufacturing Occupations
(Machine Tool & Welding)

_____Electronics Occupations

_____Drafting & Residential Design

_____Apprenticeable Occupations
Construction, Service, Printing, and Industrial

_____Office Occupations
(Secretarial & Clerical)

_____Office Occupations
(Accounting)

_____Office Occupations
(Data Processing)

_____Developmental Program and high school courses related to vocational careers

_____Natural Resources
(limited number of sectionals)

_____Ag-Auto Occupations

_____Marketing and Distribution

_____Home Economics

Return this form, completed, to your Youth Work Experience supervisor by May 15th.

TO: Faculty

DATE: May 22, 1975

SUBJECT: YWE Career Exploration Workshop (June 11-13)

FROM: Peggie Mallery

(1) This is the way the schedule looks for the workshop, June 11-13. You may or may not have units meeting each time. The room assignments for your instruction will be made next week, along with the students you will have.

SCHEDULE

Wednesday	Thursday	Friday
8:30 - 10:15 Orientation	9:00 - 10:15 Units Meet	9:00 - 10:15 Units Meet
10:25 - 11:40 Units Meet	10:25 - 11:40 Units Meet	10:25 - 11:40 Units Meet
11:40 - 12:30 Lunch	11:40 - 12:30 Lunch	11:40 - 1:30 Luncheon and Program Total Group
12:30 - 1:45 Units Meet	12:30 - 1:45 Units Meet	
Prep. Time	Prep Time	Evaluation Meeting Faculty Lounge 1:30

(2) Take attendance at each unit - Turn in to me at end of Friday. You will have class lists.

(3) Plan to be on deck for the orientation program Wednesday at 8:30 - 10:15 as you will be involved in some introductory activities with the students. Please be here Wednesday by 8:00 a.m. - I'll leave memos in mailboxes so you know where to meet. We will have a brief faculty meeting at 8:00 a.m. in the faculty lounge.

(over)

(4) A faculty evaluation meeting will be held when the noon program is over on Friday the 13th!

(5) If you need any career exploration materials or help with the "hands-on" activities, or if you have any questions, please see me (Peg) or Lois or Ruth. We'll be here most of the days between now and June 11th. (I will not be in on June 3, 4, and 5th.)

Thank you and I look forward to seeing you for the workshop.

Peg

Career Exploration Workshop

JUNE 11 - 13

NORTH CENTRAL TECHNICAL INSTITUTE

Dear YWE Workshop Participant,______________________________

The schedule on this page is your program schedule for the three (3) days you spend at North Central Technical Institute. It is based on the pre-registration choices you made a few weeks ago. Keep this schedule with you so you know where to go each period.

Wednesday	Thursday	Friday
8:30 - 10:15 Orientation for all Participants	9:00 - 10:15 Unit_______________ Room_______________	9:00 - 10;15 Unit_______________ Room_______________
10:25 - 11:40 Unit_______________ Room_______________	10:25 - 11:40 Unit_______________ Room_______________	10:25 - 11:40 Unit_______________ Room_______________
11:40 - 12:30 Lunch -- (Bring your own)	11:40 - 12:30 Lunch -- (Bring your own)	11:40 - 1:30 Luncheon and Program for all Participants!
12:30 - 1:45 Unit_______________ Room_______________	12:30 - 1:45 Unit_______________ Room_______________	

CAREER EXPLORATION WORKSHOP EVALUATION

1. In my opinion, the Career Exploration Workshop was:

boring ___ ___ ___ ___ interesting

good ___ ___ ___ ___ bad

unorganized ___ ___ ___ ___ organized

usual ___ ___ ___ ___ unusual

clear ___ ___ ___ ___ confused

2. Will your participation in this workshop help you in: (check any or all)

____ High school course selection

____ Your career planning

____ Learning about new careers

____ Clarifying your career interests

3. Please check the occupational units that you participated in and rate only those occupational units:

Occupational Clusters	Units I Participated In	Good	Average	Not too Good	Very Bad	Most Liked	Least Liked
______ Health Occupations							
______ Public Service Occupation							
______ Graphic Arts							
______ Manufacturing Occupations							
______ Electronics Occupations							
______ Drafting & Residential Design							
______ Apprenticeable Occupations							
Office Occupations							
______ Data Processing							
______ Secreterial & Clerical							
______ Accounting							
______ Developmental Program							
______ Natural Resources							
______ Ag-Auto Occupations							
______ Marketing & Distribution							
______ Home Economics							
______ Life/Work Planning							

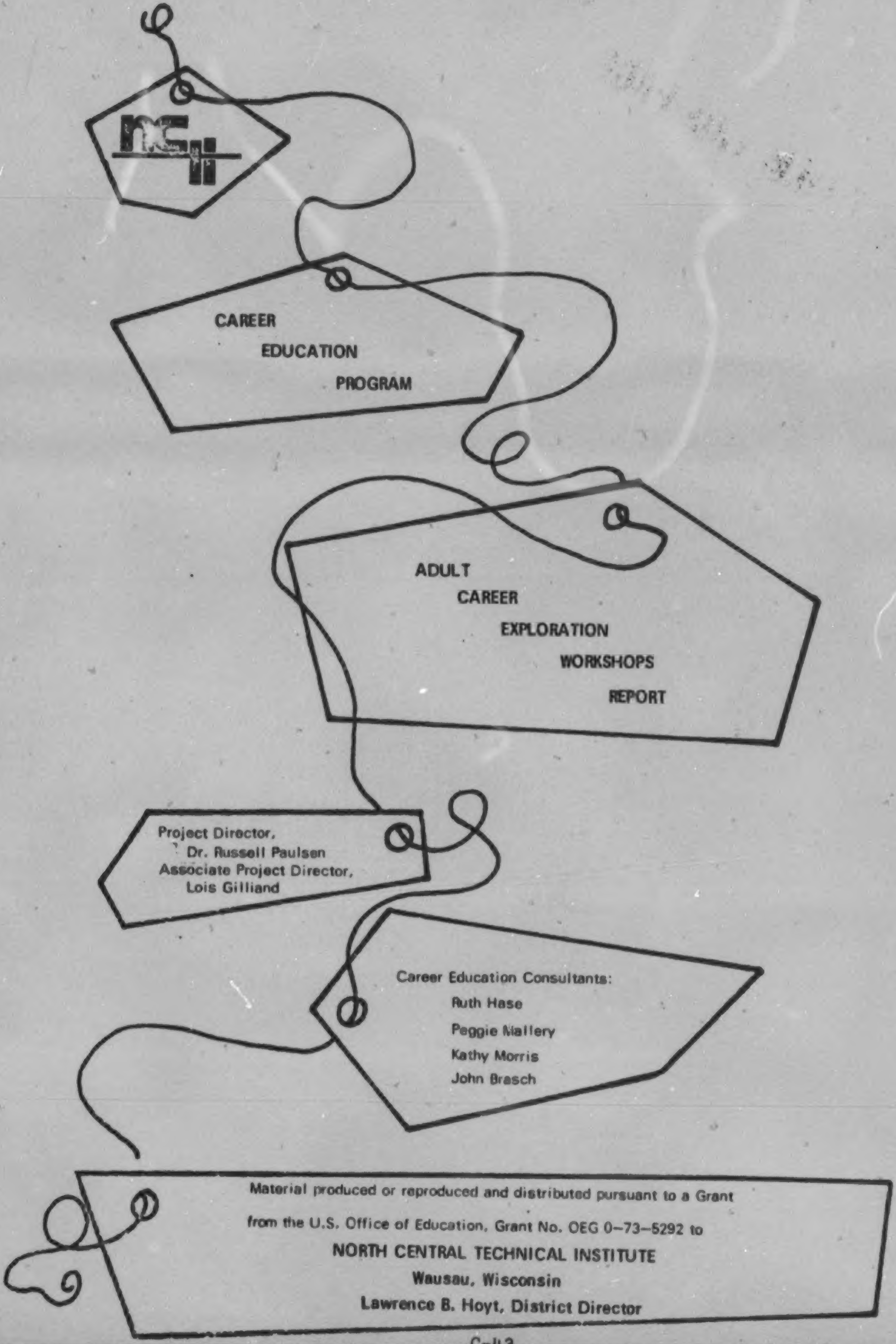
C-42

4. Comments: ____

____

____

____



CAREER EDUCATION PROGRAM

ADULT CAREER EXPLORATION WORKSHOPS REPORT

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Associate Project Director,
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NORTH CENTRAL TECHNICAL INSTITUTE
Wausau, Wisconsin
Lawrence B. Hoyt, District Director

ADULT CAREER
EXPLORATION
WORKSHOPS REPORT

The project reported herein was performed pursuant to a grant from the Office of Education, U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

by

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TABLE OF CONTENTS

Page

Objectives. 1

Workshop Plans and Agendas. 1

Description of Participants 3

Evaluation. 5

Results 7

Recommendations 9

Appendix A: Adult Career Exploration Workshop Schedules 10

Appendix B: Sample Workshop Sessions 15

Appendix C: Reaction Form. 43

INTRODUCTION

A series of two adult career exploration workshops was conducted in April and May of 1976. A total of eighteen unemployed persons participated in the meetings. Participants' ages ranged from 18 to 47. Individuals, in addition to difficulties in acquiring and maintaining employment, had personal and educational problems.

OBJECTIVES

The objectives of the workshops were to (1) acquaint participants with job seeking techniques, (2) assess and evaluate vocational interests and abilities, (3) provide career information (awareness) and exploration, (4) stimulate better job attitudes, (5) assist the individual in self-awareness, (6) develop better human relations skills and (7) evaluate need and assist with educational training. Group sessions, individual counseling, resource persons, media presentations, video taping, interest, vocational and basic educational skills testing, tours, field trips, and vocational evaluation through the work evaluation center were used to accomplish these objectives.

WORKSHOP PLANS AND AGENDAS

Four career education consultants and one adult basic education teacher counseled and conducted sessions with participants. The adults were scheduled to attend the workshop for a two week period which included six hours per day for ten days.

The group, as a whole, was scheduled for at least one hour per day for a group meeting with a career education consultant. Three people were simultaneously scheduled for vocational evaluation in the work evaluation center at NCTI, so for most of the activities three participants were involved with vocational evaluation while other members participated in career development activities. When possible, field trips and sessions with resource persons were planned for the entire group. (See Appendix A.) Participants were allowed to choose individual counseling, adult basic education instruction, career exploration in an NCTI vocational class, visiting the job bank, or career exploration through media and field trips to business and industry as optional activities.

Career education consultants were responsible for programs and counseling according to interest and expertise. One consultant was responsible for individual counseling and coordinating the program to meet the needs of the individual. The career education associate project director was responsible for organization, coordinating efforts with the Job Service Office, consultant assignments, evaluation, and reporting.

The following group programs were conducted:

Orientation and Planning Session
Human Relations Sessions
How to Find a Job
Variety of Jobs Available
Grooming and the Job
Job Attitudes
Values Clarification
Consumer Information
Writing a Letter of Application, Application Form & Resume
Assertiveness Training
Qualifications for Employment and Promotion
The Job Interview
Need for Job Satisfaction

In addition to group discussion sessions, the participants took a tour of North Central Technical Institute and field trips to the following business and industries:

- Sporting Goods Shop
- Penneys Department Store
- Paper Mill
- Employers Insurance
- Marathon Electric
- Marathon County Health Care Center
- Child Care Center

Resource persons who made presentations and led discussions at NCTI included the following:

- NCTI Instructor on Grooming
- Job Service Counselor
- Director of Recruiting, Employers Insurance
- Personnel Counselor, Wausau Homes
- Personnel Director, Drott
- Union Officer, Carpenters' Union
- Union Officer, Iron Workers' Union
- Personnel Counselor, Marathon Electric

DESCRIPTION OF PARTICIPANTS

Eleven females and seven males participated in the career exploration workshops. Twelve members had a high school diploma or more education. Six students had less than a twelfth grade education. All of the participants had been previously employed. Jobs included sales, maintenance, clerical, body work, shipping, managerial, welding, bartending, cooking, nursing, cashier and receptionist. Employment time varied from one month to more than two years. All clients were unemployed at the beginning of the session. (See Table I.)

Most of the participants had other problems in addition to unemployment. These included alcoholism, imprisonment, unsuccessful marriage, poor health, emotional problems, coping problems, and insecurity.

TABLE I
Description of Participants

Sex	Age	Educ.	Past Emply.	Type of Previous Employment	Length	Employed During Workshop
Female	18	H.S.	Yes	Sales	4 m.	No
Male	17	H.S.	Yes	Maintenance	5 m.	No
Female	48	H.S.	Yes	Clerk	3 y.	No
Male	25	10th	Yes	Body Man Shipping Managerial	1 y. 8m.	No
Male	23	11th	Yes	Welding		No
Male	20	11th	Yes	Custodian Park Dept.	4 m.	No
Female	21	H.S.	Yes	Custodian	3 m.	No
Female	18	H.S.	Yes	Bartender	2 y.	No
Female	20	13th	Yes	Clerk	3 y.	No
Male	33	14th	Yes	Sup. Shipping	8½ y.	No
Male	22	10th	Yes	Janitorial	2 m.	No
Female	18	H.S.	Yes	Cook Tel. Sales	3 m.	No
Female	19	13th	Yes	Nursing	1 m.	No
Female	17	H.S.	Yes	Cashier	4 m.	No
Male	20	10th	Yes	Labor & Janitor	2 y. 3 m.	No
Female	18	H.S.	Yes	Receptionist	6 m.	No
Female	19	H.S.	Yes	Clerk	9 m.	No
Female	18	11th	Yes	Clerk	8 m.	No

EVALUATION

The career education "Reaction Form" was used to evaluate the sessions. (See Appendix C.) Table II shows results from the evaluation's completed by participants in the first session. Evaluations are not available from participants in the second session.

TABLE II
Evaluation of Adult Career Exploration Workshop

Evaluation Topic	Member Rating Each Category				
	Superior	Good	Average	Below Average	Poor
Met Your Expectations	1	6	1		
Related to Your Need	1	6	1		
Material Relevant & Reflect Current Ideas	1	6	1		
Material Organized		2	5	1	
Interesting	1	6	1		

In general, it can be noted that participants did find the sessions relevant and interesting. The general ratings of the sessions included two ratings of excellent, five ratings of good and one rating of fair.

Comments on the narrative portion of the "Reaction Form" were as follows:

2. "The parts of this session I like most were:"

"Everything"
"Discussions with the group and the tour through the Child Care Center
"Field trips and stress sem., people from area businesses"
"Personnel people"
"Out in the van I thought was helpful and the video tape was helpful"
"Information and testing"
"Movies and tests and tours and games"
"This whole course was good"

3. "The parts of this session I liked least were:"

"The free time"
"The times we had off were very boring"
"Union speakers"
"Not enough personnel contact"
"Taking a tour of the school (certain parts)"
"Sitting around"
"Too much free time, and having to answer questions all the time, and being video-taped"
"There was none"

4. "For the future, I would suggest:"

"Not changing the instructors"
"You have more tours or speakers to fill up the time or maybe shorten the day by an hour"
"More time. Have the sessions longer. An additional week"
"More personnel contact"
"Less free time"
"Some more planning of option"
"Not so much free time or else a wider variety of things on hand to do"
"Less free time"

5. "During this session, I learned the following about myself and others:"

"Others have worse problems than mine, and I could have fixed my own if I knew who to contact."

"Attitudes and how important they are. I learned about others in my group."

"What direction I want to go and that there are people even more undecided than I am."

"To try harder."

"I'm not as slow in some things like I thought I was."

"Things weren't as dark for me as once looked."

"I have the same attitudes about things that others do. I'm not above in how I think and feel about anything."

The comments as a whole, were quite positive. The area that was weakest about the program was the optional activities. Participants were unable to cope with the unstructured time. During the second workshop, optional sessions were more structured.

RESULTS

At the close of the adult career exploration workshops, most of the clients indicated that they learned more about the world of work and interviewing for the job. Many also felt that the workshop experience had enhanced their self confidence. Several persons mentioned that they knew where to go for career assistance after the sessions. Some of the students felt that they now had more positive feelings toward themselves.

The vocational assessment van was very popular with participants. They enjoyed learning about their interests and abilities. Presentations by personnel people were considered useful in building job expectations and changing attitudes. Other students liked the educational opportunities that were made available to them. Most of the participants indicated that they hoped to soon acquire a job.

A follow-up contact with the participants was made at approximately one month after the workshops by the Job Service Office counselor. (See Table III.) Ten of the workshop members were employed. Seven were engaged in some type of educational training. Only two of the respondents indicated that they were unemployed and presently had no job opportunities. Four of the participants could not be reached due to change in residence or other circumstances.

TABLE III
Follow-up Information on Participants

Sex	Age	Type of Employment	Other (Education etc.)
Female	18	Information Unavailable	
Male	17	Farm Work	Plans to enter NCTI Ag. Mech. in fall
Female	48	At home	Plans to come to ABE
Male	25	Working at Dale's Cedar Works	Enrolled at NCTI - Antigo in Pre-Voc (Dropped out)
Male	23	Unemployed	
Male	20	Youth Work Experience	
Female	21	Youth Work Experience Health Care Center	
Female	18	Youth Work Experience Wausau West	Dress and attitude much improved
Female	20	Information Unavailable	
Male	33	Stock boy at IGA	
Male	22	Information Unavailable	Enrolled in ABE
Female	18	Called back to work	
Female	19	Women's Army Corp - National Guard	Training for payroll clerk
Female	17	Information Unavailable	
Male	20	Unemployed	Moved back home
Female	18	Information Unavailable	Completing GED
Female	19	Working at Mrs. Karl's Bakery - Clean & Stock	
Female	18	Women's Army Reserve	Training for payroll clerk

These statistics indicate that fourteen of the participants had made some positive change since the conclusion of the workshops by finding employment or continuing their education. It is impossible to claim that these changes were totally due to experiences gained in the adult career exploration workshops. However, when one considers the positive remarks of clients, their families, and their friends, pertaining to knowledge and personal growth obtained during the workshop, it might be safe to assume that workshop activities were at least one of the motivating forces leading to employment or educational improvement. It would be interesting to again contact participants in six months to determine the lasting effects, if any, of workshop participation.

RECOMMENTATIONS

The following recommendations are made:

1. More adult career exploration workshops be conducted as most participants either improved through acquisition of a job, further education, or a better self image.
2. Time in future workshops be structured for this type of participant.
3. More resource people and field trips be offered at sessions.
4. Group sessions be continued, as the participants found others also had problems and learned from their peers.
5. A resource file of resource speakers and sites for field trips be created to facilitate programming.
6. One consultant act as a liason between individual, group sessions, and other agencies to promote a coordinated program.
7. Follow-up be continued with participants to assure continuation of positive attitude changes and other self improvements.
8. Since two workshops are not sufficient to draw valid conclusions, it is recommended that results be studied after a longer, more comprehensive experience.

APPENDIX A

Adult Career Exploration
Workshop Schedules

irst eek	Monday, April 26		Tuesday, April 27		Wednesday, April 28		Thursday, April 29		Friday, April 30	
8:30 9:30	Room 163 (Group Orientation) 9 people		Room 163 "Grooming and the Job" Resource Person 9 people		Room 163 Values Clarification Exercise 6 people	Owens JEVS 3 people	Room 706 "Applying for the Job" Resource Person 9 people		Room 706 Discussion: "Where Do We Go From Here?" (Review of weeks activities & planning). 9 people	
9:30 10:30	Planning for Session 6 people	Owens JEVS 3 people	Planning for the Day - - - - - Ind. Couns. ABE class Career Expl. NCTI class Job Bank (9:30-10:30)	Owens JEVS 3 people	Options	Owens JEVS 3 people	Options	Owens JEVS 3 people	Options	Owens JEVS 3 people
10:30 11:30	Small Group Values Clarification Exercises 6 people	Owens JEVS 3 people	Media Explor. Interest class Singer Explo. Visit bus. individual 6 people	Owens JEVS 3 people	Options	Owens JEVS 3 people	Options	Owens JEVS 3 people	Options	Owens JEVS 3 people
11:30	LUNCH		LUNCH		LUNCH		LUNCH		LUNCH	
2:30 :30	Discussion: "How to Find a Job" 6 people	Owens JEVS 3 people	Job Attitude Media and/or discussion 6 people	Owens JEVS 3 people	Group Counseling Job Service Counselor 9 people		Writing a letter or application a resume', and/or completing an application form.	Owens JEVS 3 people	Field Trip	Owens JEVS 3 people
:30 :30	Movie: "The World of Work Discussion: Variety of job options available 6 people	Owens JEVS 3 people	Options 6 people	Owens JEVS 3 people	Resource People 9 people		Options	Owens JEVS 3 people	Field Trip	Owens JEVS 3 people
30 30	Tour of NCTI 6 people	Owens JEVS 3 people	Self Awareness Activities 6 people	Owens JEVS 3 people	Resource People 9 people		Self Awareness Activities 6 people	Owens JEVS 3 people	Field Trip	Owens JEVS 3 people

C-56

210

211

2nd Week	Monday, May 3		Tuesday, May 4		Wednesday, May 5		Thursday, May 6		Friday, May 7
8:30 9:30	Room 163 Planning for the Day Options 6 people	**Owens** JEVS 3 people	Room 153 Resource Person "Joining a Union" 9 people		Room 163 Movie & Discussion on "Job Interviewing" 9 people		Discussion: Need for Job Satisfaction 6 people Room 153	**Owens** JEVS 3 people	Room 153 Field Trip 9 people
9:30 10:30	Options 6 people	**Owens** JEVS 3 people	Options 6 people	**Owens** JEVS 3 people	Options 6 people	**Owens** JEVS 3 people	Options 6 people	**Owens** JEVS 3 people	Field Trip 9 people
10:30 11:30	Options 6 people	**Owens** JEVS 3 people	Options 6 people	**Owens** JEVS 3 people	Options 6 people	**Owens** JEVS 3 people	Options 6 people	**Owens** JEVS 3 people	Field Trip 9 people
11:30	LUNCH		LUNCH		LUNCH		LUNCH		LUNCH
12:30 1:30	How to Deal With Problems on the Job (Assertiveness Training) 9 people		Discussion: Qualifications for employment and promotion-6 people	**Owens** JEVS 3 people	Simulated Job Interviews 6 people	**Owens** JEVS 3 people	Video Tape Job Interview 9 people		Video Tape Job Interview Replay and Discussion 9 people
1:30 2:30	How to Deal With Problems on the Job (Assertiveness Training) 9 people		Options 6 people	**Owens** JEVS 3 people	Options 6 people	**Owens** JEVS 3 people	Video Tape Job Interview 9 people		Closing Orientation 9 people
2:30 3:30	Group Counseling Job Service Counselor 9 people		Self Awareness Activities 6 people	**Owens** JEVS 3 people	Self Awareness Activities 6 people	**Owens** JEVS 3 people	Group Counseling Job Service Counselor 9 people		Graduation - Speaker and Certificate of Recognition 9 people

C-57

orth Central Technical Institute ADULT CAREER EXPLORATION PROJECT (Spring, 1976)

Week	Monday, May 24		Tuesday, May 25		Wednesday, May 26		Thursday, May 27		Friday, May 28	
8:30 9:30	Room 163 Group Orientation 9 people		Room 163 Self Awareness Activities 9 people		Room 151 Values Clarification Exercises 9 people		Room 163 Applying for the Job (Video-tape) 9 people		Room 163 How to Deal with Problems on the Job (Assertiveness Training) 9 people	
9:30 10:30	Planning for Session 9 people		Adult Basic Education 6 people	Owens JEVS Three people	Adult Basic Education 6 people	Owens JEVS Three people	Consumer Information Resource Person 9 people		Adult Basic Education 6 people	Owens JEVS Three people
10:30 11:30	Human Relations Session 9 people		Adult Basic Education 6 people	Owens JEVS Three people	Adult Basic Education 6 people	Owens JEVS Three people	Group Counseling Job Service Counselor 9 people		Adult Basic Education 6 people	Owens JEVS Three people
11:30	LUNCH		LUNCH		LUNCH		LUNCH		LUNCH	
12:30 1:30	Discussion: "How to Find a Job" 6 people	Owens JEVS Three people	Grooming and the Job Resource Person 6 people	Owens Jevs Three people	Interest and Achievement Test 6 people	Owens JEVS Three people	Writing a letter of application, a resume', and/or completing an application.	Owens JEVS Three people	Options 6 people	Owens JEVS Three people
1:30 2:30	Movie: "The World of Work" Discussion: Variety of job options available. 6 people	Owens JEVS Three people	Job Attitudes Media and/or discussion 6 people	Owens JEVS Three people	Interest-Achievement Test 6 people	Owens JEVS Three people	Writing a letter of application, a resume', and/or completing an application	Owens JEVS Three People	Information about NCTI registration and financial aid Resource Person 6 people	Owens JEVS Three people
2:30 3:30	Tour of NCTI 6 people	Owens JEVS Three people	Human Relations Session 6 people	Owens JEVS Three people	Human Relation Relations Session 6 people	Owens JEVS Three people	Human Relations Session 6 people	Owens JEVS Three people	Human Relations Sessions 6 people	Owens JEVS Three people

C-58

rd Wk.	Monday, May 31	Tuesday, June 1		Wednesday, June 2		Thursday, June 3		Friday, June 4	
:30 :30	MEMORIAL DAY!!!	Room 163 How to Deal With Problems on the Job (Assertiveness Training) 9 people		Room 163 Video tape and discussion of Job Interview 9 people		Room 163 Replay of interviews (video-tape) 9 people		Room 163 Discussion: Need for Job Satisfaction 6 people	Owe JE Thr peo
30 :30	NO MEETINGS	Adult Basic Education 6 people	Owens JEVS Three people	Field Trip		Adult Basic Education 6 people	Owens JEVS Three people	Adult Basic Education 6 people	Owen JEV Thre peop
:30 C-59 :30		Adult Basic Education 6 people	Owens JEVS Three people	Field Trip		Adult Basic Education 6 people	Owens JEVS Three people	Adult Basic Education 6 people	Owen JEVS Three peop
:30		LUNCH		LUNCH		LUNCH		LUNCH	
:30 30		Discussion: Qualifications for employment and promotion 6 people	Owens JEVS Three people	Human Relation Session 6 people	Owens JEVS Three people	Human Relation Session 6 people	Owens JEVS Three people	Human Relation Session 6 people	Owen JEVS Three peopl
30 30		Options 6 people	Owens JEVS Three people	Video tape Job Interview 6 people	Owens JEVS Three people	Options 6 people	Owens JEVS Three people	Closing Orientation 6 people	Owens JEVS Three peopl
30 30	216	Human Relation Session 6 people	Owens JEVS Three people	Video Tape Job Interview 6 people	Owens JEVS Three people	Group Counseling Job Service Counselor 6 people	Owens JEVS Three people	Graduation and Evaluation 9 people 247	

APPENDIX B

Sample Workshop Sessions

CONSULTANT: John Brasch

SESSION: "Applying For a Job"

LENGTH: 1 Hour

PROCEDURES: Three resource people from community were used as a panel to present to the students what they see when they are interviewing someone for a job.

The resource people were from different places of employment; home builder, insurance company, and electrical manufacturer.

A question and answer period was held after the panel presentation.

SESSION: "Joining A Union"

LENGTH: 1 Hour

PROCEDURES: This session was also developed with the use of 2 resource persons. Representatives from the Carpenters' and Iron Workers' Union presented to the students the pros of belonging to a union.

A question and answer period followed the presentations. After the session, the gentlemen talked to anyone who had more interest.

SESSION: "Tours of Local Industry & Business (Sport Shops - Wausau Homes - Marathon Electric)

LENGTH: Approximately 2 Hours at Each

PROCEDURES: Simply called and made appointments to visit these various businesses. All were not visited the same day, and most were visited near the end of the week. The tours were very extensive and informative.

SESSION: "Human Relations"

LENGTH: 10 Hours

PROCEDURES: A classroom setting was used in the effort to relate Human Relations to the students. Material used was a Thiokol Human Relations kit - McGraw Hill Company.

There are 22 sessions in the kit, but only 6 were used.

Each meeting held was about 1 hour in length and we had only one per day. The sessions used were:

Name Learning
Teamwork
Preventing Job Problems
Personal Appearance
Punctuality - Trust

Materials and worksheets were provided. In each case, a procedure's guide was followed, using the activities described therein.

SESSION: "How to Find a Job"

LENGTH: 1 Hour

PROCEDURES: A lecture format was used implementing "Occupational Essentials - Richter Johnson Press Inc. - Chapter 2 - pp. 34-44. (Enclosed copy.) Information was also given with the use of Career World Magazine and the Careerism Newsletter.

A video tape of coordinated segments of the American Pie Forum were also introduced to the students.

HANDOUTS: Following pages (11 pages)

SESSION: "Job Interviewing"

LENGTH: 1 Hour

PROCEDURES: "The American Pie Forum" video tape was used. This was another concentrated tape of segments referring to Job Interviewing.

After the tape, the students role played (interviewer and interviewee.)

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CAREERISM NEWSLETTER

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VOLUME V - Number 20

December 16, 1975

SCANNING THE NEWSLETTER

GEOGRAPHIC. Over near term, large U.S. Companies, in High-Technology Industries, best bets. Looking for individuals with Technical competence. Will teach them language, customs, etc. Conversely, looking for non-Technical people already possessing "indepth" knowledge of a Foreign Country. INDUSTRY. Advertising function involves three Industries...Advertising Agencies, Media Companies, Advertisers. Role of Advertising Agencies will be undergoing profound changes. College Ad courses should include Legal material, emphasizing role of U.S. Gov't Regulatory Agencies. Field offers outstanding ops for Liberal Arts grads. Needs individuals who can speak, write well. Will see decline of big Agencies. Growth in small, regional Agencies. Overseas Ad jobs will grow in importance. Security Brokers. Recent New York Stock exchange Study indicated Successful Brokers developed an early interest in Stock Market. Obtained Liberal Arts degrees. Liked selling. Women gaining slight foothold in field. Very slight. Over short term, Women not likely to be successful. Too many obstacles. Over longer term, could be very successful. Might outearn Male Counterparts if can survive shortrun obstacles. FOREIGN. Canada. Recent oil strike in Artic Region. Visit to Alberta Province, a must. Brazil. A few problems and opportunities DOMESTIC UNITED STATES AND CANADA. Most promising job opportunities related to Energy (9 possibilities listed). Opportunities divided into primary methods used to find new and conserve existing Energy Sources.

GEOGRAPHIC

Foreign

Over near term, those U.S. Companies actively involved in selling Products and/or Services to Developing Countries of World...offer greatest number of new Job Opportunities.

Profile of Companies offering greatest Opportunities
for Individuals interested in Foreign Jobs...

In Terms of Size...

Near term...large U.S. Companies in Foreign Sales for years, offer better opportunities. Most stepping up Foreign Sales efforts.

Long term...many smaller, medium-sized Companies will be extending their Foreign Sales efforts.

In Terms of Type Product/Service Offered...

#1 Phase...Companies in High Technology Industries...offering unique skills, offer greater opportunities. Demand for U.S. Technology tremendous, throughout World. Engineers, Technicians, Scientists, etc., will find better opportunities with High Technology Companies U.S. Companies will hire these individuals to Sell, Service, Train local people to Use, Service U.S. made Products and/or Services. U.S. Companies will be looking for individuals with expertize first. Then, will teach them necessary language and culture of a specific Country. Possible will ask assistance of U.S. Colleges with these training programs.

Occupational Essentials

Who am I----What are my real interests and talents?

Why do people work?

What are some sources of occupational information?

What is the "Occupational Outlook Handbook"?

What is an aptitude? Interest? Skill?

What are "job requirements"?

What are job qualifications?

What are employment agencies?

What are fringe benefits?

What is life insurance? What purpose does it serve?

What is social security?

What factors determine the amount of money one may earn on a particular job?

What are some things to consider and think about before accepting a job?

How can I most effectively secure a job?

Why do employers hire?

Why do people sometimes fail to get a job?

What is a work record?

What is a personal data sheet?

What is an employment application?

What is a letter of application? How is it written?

What is the purpose of a job interview? What do you do during an interview? What do employers look for in an interview?

What must one do to succeed on the job?

What must I do when I leave one job to take another?

Chapter 2 — *"Where should I look for job openings?"*

FINDING POSSIBLE EMPLOYERS

In order to find a job in any occupation it is necessary to find an employer who is looking for someone to fill a vacancy. Even if there is a vacancy you may not be hired. There may be some reason he does not want you or he prefers someone else. In either case you do not get the job, so you must look for another employer. It will be helpful for you to make a list of possible employers before looking for a job because:

1. The more employers you have listed the better the chance you will have of getting a job.
2. Knowledge of a list of employers gives you more confidence when applying for a job.
3. When you fail to get a job on the first attempt, it keeps your courage to know that there are others on the list.

In the selection of possible employers you should try to get a job in an establishment where you will be able to apply and use your interests, abilities and skills; a company that will offer good wages, good working conditions, opportunity for advancement and regular employment. You might be asking yourself: Where do I begin? How can I find a job opening that will satisfy my needs and desires? Who do I contact? Who do I see about possible job openings? Here is a list that can help you and give you some ideas.

WHERE TO LOOK

LOCATING JOB OPENINGS

Friends or relatives

State employment service

Private employment service

Better Business Bureau

School and College placement services

Daily Newspaper

Observe construction

Civil Service announcements

Classified telephone directories

Industrial directories

Local community organizations

Professional Associations

Signs (help wanted)

Where else could you look to locate a possible job opening?

____

____

____

____

Pronounce and define the following words.

vacancy ______________________________

confidence ______________________________

establishment ______________________________

Correct the misspelled words.

occupotion	____________	appying	____________
implover	____________	compeny	____________
advancment	____________	opportonity	____________

Answer the questions.

1. Even if there is a vacancy you may not be hired.

   True____________ False____________

2. The fewer the employers you have listed the better the chance you will have of getting a job.

   True____________ False____________

3. When selecting possible employers you should try to get a job with a company that will offer:

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

SHADY EMPLOYMENT AGENCIES

One day in the help-wanted ads, you read a job that seems made to order for your training and education. Best of all, the salary listed as $400 — about $100 a month higher than the normal salary. "Come to the Want-Bux Employment Agency," the ad says. You anxiously dash-off on down to find out more.

They greet you warmly. After a couple of questions they help you fill out some forms and then call the prospective employer. You carefully glance over the job contract and it says you will pay the agency 50 percent of your first month's salary if you decide to take the job. It sounds alright. You sign. Why not? You don't want to pass up an opportunity to earn $100 more per month. You accept the job and you now owe the "Want-Bux Employment Agency" $200. The employment man says, "I can give you a 5 percent discount, if you pay half of the fee right now." You quickly pay the man thinking — what a deal. Why not?

BEWARE. Usually every large city has a money making side street employment agency that specializes in a game called the "axe" game. In some states the law governing employment agencies says that if you're fired from a "fee" job within a certain number of days after starting, the agency has to return your money. For example, the employer works you hard for one week. Then the axe falls. You are out. In exchange for the money you have already paid for the job, you have one week's salary. A worse problem, you still owe "Want-Bux" another $95, and they have a contract that says they will collect it. Even if they have got to garnishee the salary on your next job.

Almost all employment agencies are sound, reputable, and completely free of any taint of fraud or conspiracy. Nevertheless, picking up a newspaper and reading the classifieds under, for example, HELP WANTED, WOMEN one might read something like the following.

Examples:

"Secretary . . . $370. Salesmen clamor for your attention. Laugh at their jokes when they take you out to lunch."

"Front Office Queen . . . $310. You'll hold court in an ultraplush front office and take care of simple books as fun days fly by."

"PBX . . . $325. Stretch out your lazy lunch hours if your easy tasks are completed. Fun Staff. Wonderful company. Young, friendly executives."

"Typing is fun . . . $330. Variety galore in this grand office as you rush through each day. Simply divine group to work with, mostly young people. Hurry."

"Full stardom . . . $325. Be an inspiration to young advertising executives. Have a charming smile to welcome men of means."

Actually these examples are selling work — plain old jobs, often dull, often tedious, and frequently underpaid jobs. This is not against the law, but is misleading. It must be remembered that the people who work for employment agencies usually are not necessarily guidance or vocational counselors or psychologists — they are salesmen. Usually the poorer the job is, the more enticing it sounds.

An example of typical employment agency fee schedule:

Salary	Fee
To $500 a month	50% of monthly salary
$501-$650 a month	60% of monthly salary
$651-$850 a month	7% of annual salary
$851-$1251 a month	10% of annual salary
Over $1251 a month	12% of annual salary

The higher the salary, the higher the fee.

It must be remembered: For somebody who can get jobs easily, an agency's free list, see newspaper, can be a timesaver and a convenient screening service; for someone with hard-to-place but high-priced skills, a fee setup can bring good results. In any case, it is up to the individual to keep in touch with the agency, and not the other way around.

Rules to follow:

1. Know the fee charge in advance. Don't overlook the fine print.
2. Have complete knowledge about the job. Are you sure this is the job for you? Once committed you must pay the fee.
3. Don't be agressively over-sold on any job.
4. If you lose a job shortly after being hired call the Better Business Bureau or the District Attorney.

NOTE: Fee job — it is your bucks in their pockets they have in mind.

A. Pronounce and define the words.

agency ______________________________

shady ______________________________

prospective ______________________________

garnishee ______________________________

contract ______________________________

tedious ______________________________

annual ______________________________

B. Answer the questions.

1. What was the name of the employment agency? ______________________

2. If you accepted a job for $300 a month and had to pay 70 percent of your first month's salary to an agency, how much would you have to pay?

____

3. The higher the ____________________, the higher the ____________________.

4. If you lose a job shortly after being hired who should you contact?

____

5. A state employment office is not the same as a so-called "shady" employment agency.

True____________________ False____________________

6. How many "rules to follow" were mentioned?

____

7. Usually the poorer the job is, the more enticing it sounds.

True____________________ False____________________

8. What does "an agency's free list" mean?

____

____

READING CLASSIFIED ADS

NEED A JOB?
HELP WANTED

CALL BA6-9832

A good job? A good ad? Mysterious? Not really — to the reader familiar with classified ads, this message is as plain as high noon. It is offering a door-to-door selling job with no leads, no salary, no expenses and no guarantee. Worse, the product is usually something that the public is fairly certain it can do without. For example, it might be $600 encyclopedias, an insurance policy not worth the paper it is written on or maybe fluoridated and/or perfumed birdbaths. The prospective employer couldn't say anything good about the job to make it more interesting and appealing, so he said as little as possible.

Generally speaking when interpreting a help wanted ad, keep this in mind —

> The more concrete and specific facts it mentions, the more the job offers and the less concrete and specific facts the ad says, the less it usually offers.

It must be remembered — the benefits listed are not the crucial factors in an ad, although these appeal to all of us. This is an advertising gimmick. However, the crucial factors in an ad are the listing of qualifications or requirements for the job. Many ads fail to mention and spell out salaries, exact kind of job, working conditions, or the searching employer's name. This makes it more difficult for the jobseeker, but it is common procedure for some firms in many fields. Almost any legitimate ad will invariably include specific requirements that the jobseeker must meet in order to be considered for the job, such as — training, education, experience, age or physical demands. If an ad appears with no requirements listed, it is plain that the jobseeker needs no specific qualifications and chances are anyone will do, and the more the merrier. It is this kind of job in which the employer will pay money in form of a commission for selling a particular product. He might say he will offer leads. In some cases leads can be interpreted — each house is a lead in that town or city because no one has sold anything like our product for the past three years. Thus, the employer can't lose by hiring you. You either produce or no money.

Here is another example —

> Distributing Executive. Distributing executive position available in nationally known sales and manufacturing company. Training available for right man for position of responsibility. Earnings while learning up to $700 per month. Call... or write . . .

You might be thinking. This is the job for me. A good name position. I'll wear a suit and tie. It is a position with a big company. I can make money while in training. **STOP!!!**

"Distributing executive." What kind of position is this? Desk job? Supervisory position? Salesman? Just what is the meaning of this position?

What are the qualifications or requirements for the "right man?" There are none listed!

"Earnings" — What does the word mean? It surely is not the same as salary.

What do the two words "up to" mean? Why did the ad say "up to $700 per month?" This might mean that I can make $000 or a maximum of $700 per month. Just what will I make?

Looking at the ad again and analyzing it — this ad is just a bit vague!

I remember one summer while looking for a job I came across a similar ad in the paper. I decided to make a phone call to the listed phone number. The call produced no further information about the kind of job or the product involved. The person at the other end of the line said, "I can't tell you anything more about the job. However, if you can make an appointment for a personal interview I shall arrange it for you." I remember making a second phone call to another similar ad but a different listed number. The person at the other end of the line was the same person I talked with before! The person said, "Didn't I just talk with you?" I said "Yes" and hung up. At the interview I discovered the position in question turned out to be a non-salary, commission-only door-to-door salesman job. If I had been able to read between the lines I could have figured out the important and essential facts in the ad without wasting my time, energy and money.

Interpret this ad —

NO DEGREE
NO EXPERIENCE
NEW PRODUCT

Let us train you in the most exciting, best paying job available today. Our men can now earn $300-$600/week. Start at once. Phone 863-4333.

Many newspapers now have a statement of policy regarding rules and procedures about placing or advertising a classified ad. Following are some points stated in advertising policy statements.

1. That ads must specify the nature of the work.
2. That no money be paid or investment be made without investigating the position advertised.
3. That sales ads state the basis of pay.
4. That cash investments for equipment, samples, etc. must so state in their advertising.
5. That ads not be willfully misleading or falsely represent the wage which may be earned.
6. That exceptions to the policy statement be reported to the Classified Advertising Manager.

If newspapers enforced want ad policies misleading ads that said nothing about the kind of work, actual salary or meaningless phrases, "Need person for challenging job," would soon be eliminated. However, even though newspapers have policies set up this has not stopped vague and confusing ads. Advertising is a highly technical skill — so — attractive phrases are developed with new definitions.

Here are some examples:

1. "Public contact" or "public relations" work = soliciting leads door-to-door or by telephone.
2. "Sales promotion" = direct selling.
3. "Outside order taking" = house-to-house canvassing.
4. "Supervisory position" or "management candidate" that has no specific requirements listed = gathering your friends or neighbors into a sales team.

The difficulty with most of the phrases and words above is that there is no salary offered, only commissions. Most advertisers in order that they don't infringe upon newspaper policy use the word "earnings" instead of salary. They say that "earnings" can be $900 a month, or that there is "opportunity to earn $15,000 a year." They fail to mention that you will earn these amounts, or little of anything, for that matter. You can be sure that for the hard to sell jobs there will be more "printed or verbal nothingness" than factual information.

A couple of terms used frequently in classified ads — "send resume only" and "Write to box." When an ad contains one of these terms you can be sure the searching employer is attempting to lower his hiring expenses by prescreening applications rather than go through the slow laborous job of personal interviews. Your chance of getting a job are very slight especially if your resume or letter is weak in anyone of the following areas — age, education, experience and training.

NOTE: If you are now employed, but are searching for a new position or job with another company, forget blind or vague ads. The person you contact maybe your own boss.

CONSULTANT: Peggie Mallery

SESSION: "Video Taping of Simulated Job Interviews" (Note: Group had been presented with information on job interview and application during previous sessions and had talked with some personnel people.)

LENGTH: 3 Hours for Nine People

PROCEDURE: A list of possible questions to be asked during the interview was distributed to group members ahead of time. No particular attention was paid to dress at this time, though this could certainly be included. The length for each interview was set at six minutes. Table and chairs were set up with TV camera on the interviewee most of time.

The group members were interviewed individually and worked on reports for the job service counselor while waiting their turn. Upon completion of the interviewing, the interviews were played back on TV to the group as a whole. Members were asked to give positive feedback to each other on how they conducted the interview. The leader made suggestions on areas of improvement where appropriate.

Note: The group members were very nervous during the the interviews, but overall conducted themselves quite well. They all seemed to feel satisfied with the situation and felt it was a good experience.

NCTI has a television room and staff to run the equipment. However, this procedure could be done with simple video-taping camera and recorder and no helping staff.

Another point - group members did not watch one another during the simulated interview experiences, only on the TV replays.

HANDOUTS: Following pages (2 pages)

QUESTIONS FREQUENTLY ASKED DURING THE EMPLOYMENT INTERVIEW (MODIFIED)

As reported by 92 companies surveyed by Frank S. Endicott, Director of Placement, Northwestern University.

What are you future vocational plans?
In what school activities have you participated? Why? Which did you enjoy most?
How do you spend you spare time? What are your hobbies?
In what type of position are you most interested?
Why do you think you might like to work for our company?
What jobs have you held? How were they obtained and why did you leave?
What courses did you like best? Least? Why?
Why did you choose your particular field of work?
What percentage of your post-high school expenses did you earn? How?
How did you spend your vacations while in school?
What do you know best about our company?
Do you feel that you have received relevant training?
What competencies do you have that make you feel that you will be successful in your field?
What extracurricular offices have you held?
What are your ideas on salary?
How do you feel about your family?
How interested are you in sports?
Can you forget your education and start from scratch?
Do you prefer any specific geographic location? Why?
Do you have a girl? Is it serious?
How much money do you hope to earn at age 30? 35?
Why did you decide to go to this particular school?
How did you rank in your graduating class in high school? Where will you probably rank in vocational-technical school?
Do you think that your extracurricular activities were worth the time you devoted to them? Why?
What do you think determine's a man's progress in a good company?
What personal characteristics are necessary for success in your chosen field?
Why do you think you would like this particular type of job?
What is your father's occupation?
Tell me about your home life during the time you were growing up.
Are you looking for a permanent or temporary job?
Do you prefer working with others or by yourself?
Who are your best friends?
What kind of boss do you prefer?
Are you primarily interested in making money or do you feel that service to your fellow men is a satisfactory accomplishment?
Can you take instructions without feeling upset?
Do you live with your parents? Which of your parents has had the most profound influence on you?
How did previous employers treat you?
What have you learned from some of the jobs you have held?
Can you get recommendations from previous employers?
What interests you about our product or service?
What was your record in military service?

Have you ever changed your major field of interest after having started in a certain area of training? Why?
When did you choose your life's vocation?
How do your post-high school grades after military service compare with those previously earned?
How did you happen to choose to go to the Vocational Technical school?
What do you know about opportunities in the field in which you are trained?
Have you ever had any difficulty getting along with fellow students and faculty?
Which of your school years was the most difficult?
Have you saved any money?
Do you have any debts?
How old were you when you became self-supporting?
Do you attend church?
Do you like routine work?
What size city do you prefer?
When did you first contribute to family income?
What is your major weakness?
Define cooperation.
Will you fight to getahead?
Do you demand attention?
Do you have an analytical mind?
Are you eager to please?
What do you do to keep in good physical condition?
How do you usually spend Sunday?
Have you had any serious illness or injury?
Are you willing to go where the company sends you?
What job in our company would you choose if you were entirely free to do so?
Is it an effort to be tolerant of persons with a background and interests different from your own?
What types of books have you read?
Have you plans for graduate work?
Do you enjoy sports as a participant? As an observer?
What are your own special abilities?
What job in our company do you want to work toward?
Would you prefer a large or small company? Why?
What is your idea of how industry operates today?
Do you like to travel?
How about overtime work?
What kind of work interests you?
What are the disadvantages of your chosen field?
Do you think that grades should be considered by employers? Why, or why not?
Are you interested in research?
If married, how often to you entertain at home?
To what extent do you use liquor?
What have you done which shows initiative and willingness to work?

NOTE: If you will take the time necessary to write out brief answers to each of the questions in Endicott's list, it will help you to clarify yourown thinking and establish ready answers.

THE INTERVIEW

A. Points to Remember

Now the interview. Once in the interview room or office, relax as much as possible. Granted, you may be tense, but the interviewer knows this and will take it into consideration. Try to make this an enjoyable experience, if you want to be remembered after the interview, be yourself during it. Remember his job is not to be sneaky or tricky. His job is to recruit qualified and interested people and he is really on your side, attempting to match you with positions in his firm. That is his job and if he does not do it, he will be looking for a job.

Most of the questions you will be asked during the interview will concern you. These will deal with the reasons why you have done things, what your likes and dislikes are, how you feel about working for that employer, why you want the job, etc. These questions may seen quite difficult but, in essence, can be quite simple. Do not give overly simplified answers. Stay away from "yes's" and "no's." The interviewer wants you to communicate with him, he wants good communication. (The employer's evaluation form enclosed illustrates the type of information and evaluation a potential employer may rate you during your interview.)

If you find an answer getting overly long, turn the situation back to the interviewer with a question such as, "perhaps you have other questions to ask of me?" If he asks a question to which the answer is not favorable, answer it truthfully but look for something in the situation which is favorable and point toward it. Hopefully, through this, you have shown enthusiasm and interest. He will be asking you what you know about his company and here your enthusiasm will come through even more. He is not about to refer to a supervisor someone who demonstrates neutral interest.

The interviewer will now usually leave time for questions you have prepared beforehand. Do not ask too many for it will look as if you are skeptical of his organization. It is best at this time not to pursue salary or benefits unless there is a specific question about some facet of the benefit program you do not understand. The potential salary is much more important than the immediate.

It certainly would be advisable to find out what an actual day on the job would be like.

Do not take anyone's word concerning the employer unless you are talking to an expert. The furthest thing from an expert is one who has also been interviewing for the same job! Employment Agencies are not experts either, they may try to talk you into accepting the job too quickly. The only expert available is the recruiter himself!

You are now about finished with the interview. If you have genuine interest in what the organization has to offer, make a statement to that point. Let him know you are interested in pursuing the opportunities. In other words, sell yourself - they may not "buy" unless asked.

At this point, you may be asked to complete an application blank. (A sample is enclosed.)

The final question concerns how you physically approach the interview. Very few people who are neatly dressed and well groomed have been turned down for that reason. Dress as if you are going to work on your first day. Make sure you are clean and your grooming is neat. It won't hurt to do it but it might hurt if you do not. If you have done these things, your interviews should be successful.

Finally we all respond to courtesy. Write a brief "thank you" note for the time the interviewer has given you. It is as good as a second interview, for once again the interviewer becomes aware of you. It may also be well to call or visit the employer later to remind him that you are still interested. This could make a difference in getting the job. Sample letters of Acceptance and Rejection are also enclosed.

CONSULTANT: Peggie Mallery

SESSION: "Assertiveness Training - and How to Deal with Problems on the Job"

LENGTH: 2 Hours with one 15 Minute Break

PROCEDURES: Didactic method was used to present information on assertive behavior with aid of handouts, definitions of assertive, aggressive, and non-assertive behaviors and examples of situations. As often as possible, the leader called for group involvement through questions in order to establish important points, e.g., components of assertive behavior (group was asked how we communicate to others besides verbally.)

The importance of "responsible" behavior was emphasized and the exercise "I have to - I choose to" was done. The leader emphasized the communication aspects and lead discussion on how we communicate with people at work.

Each group member was asked to disclose one type of situation that they have difficulty in dealing with assertively and leader and group members gave positive feedback and suggestions for change.

HANDOUTS: Following pages (4 pages)

Most of the leaders' materials came from Patricia Jakubowski, Washington University, St. Louis, Mo. and Your Perfect Right by Alberti and Emmons.

FACILITATING SELF-ACTUALIZATION THROUGH ASSERTIVENESS TRAINING

Patricia Jakubowski-Spector
Department of Behavioral Studies and Research
University of Missouri-St. Louis
St. Louis, Missouri 63121

Introduction

Assertive, Aggressive, Non-Assertive Behavior

Assertive behavior is that type of interpersonal behavior in which an individual stands up for his/her interpersonal rights in such a way that the rights of the other person are not violated. It is a direct, honest, and appropriate expression of one's thoughts, feelings, and opinions. It communicates respect for the other person as well as for one's self.

Aggressive behavior is that type of interpersonal behavior in which an individual stands up for his/her interpersonal rights in such a way that the rights of the other person are violated. The purpose of aggressive behavior is to dominate, humiliate, or put the other person down. It is frequently a hostile over-reaction to a situation. It communicates a lack of respect for the other person.

Non-Assertive behavior is that type of interpersonal behavior which enables the person's interpersonal rights to be violated by someone else. It is often characterized by over-apologizing and self-effacement. It often involves sending double messages.

Assertive Behavior - Definitions

--one aspect of effective expression of thoughts and feelings

--an integrated complex of nonverbal, vocal, and verbal skills

ASSERTIVE RIGHTS

I. To be a judge of your own behavior and responsible for your judgement. Childish belief - External institutions judge you.

II. You do not have to offer reasons for your behavior. No accountability necessary.
Childish belief- You must justify behavior.

III. You have a right to decide if you want to involve yourself in solving other people's problems.

IV. You have a right to change your mind. You are not irresponsible if you do.

V. You have a right to make mistakes and be responsible for them. You don't have to play it safe.

VI. You have a right to say, "I don't know". Be comfortable with saying it.

VII. You don't have to be "liked" by everyone to deal effectively with others.

VIII. You have a right to be illogical in making decisions, your feelings play an important role. Logic is not all that important.

IX. You have a right to say "I don't understand".

X. You have a right to say "I don't care".

ASSERTIVE DRAWBACKS

Don't be self-assertive with overly sensitive people or with people who have serious problems in situations with no chance to win.

Weigh the consequences.

ASSERTIVE REWARDS

A. Increased self-respect.

B. Places the responsibility on the individual.

C. Increased self-worth.

D. In charge of interpersonal relationships.

E. Spontaneous feelings, less inhibited.

F. Eliminates psychosomatic illnesses.

Figure 2

A Comparison of Non-Assertive, Assertive, and Aggressive Behavior

	NON-ASSERTIVE BEHAVIOR	ASSERTIVE BEHAVIOR	AGGRESSIVE BEHAVIOR
Characteristics of the behavior:	Emotionally dishonest, indirect, self-denying, inhibited	(Appropriately) emotionally honest, direct, self-enhancing, expressive	(Inappropriately) emotionally honest, direct, self-enhancing at expense of another, expressive
Your feelings when you engage in this behavior:	Hurt, anxious at the time & possibly angry later	Confident, self-respecting at the time and later	Righteous, superior, depreciatory at the time & possibly guilty later
The other person's feelings about herself when you engage in this behavior:	Guilty or superior	Valued, respected	Hurt, humiliated
The other person's feelings about you when you engage in this behavior:	Irritated, pity, disgusted	Generally respect	Angry, vengeful

Modified from Robert E. Alberti & Michael L. Emmons, Your perfect right: A guide to assertive behavior, San Luis Obispo, California: Impact, 1970.

CATEGORIES FOR ASSERTIVE SITUATION

Type of Situation	With Whom					
	Intimates	Friends	Strangers	Authority Figures	Subor-dinetes	Groups
1. Turning down requests						
2. Requesting from others						
3. Receiving from others						
4. Expressing positive feelings						
5. Giving negative feed-back & initiating confrontation						
6. Stating your needs						
7. Handling criticism						
8. Differing with others						
9. Making social contacts						
10. Initiating actions, making comments, giving opinion						
11. Handling service situations						

CONSULTANT: Peggie Mallery

SESSION: "Grooming and the Job"

LENGTH: 45 Minutes

PROCEDURE: A resource person was used to conduct this unit, Mrs. Pat Schoenherr, who is an instructor in the Marketing program at NCTI. Mrs. Schoenherr presented information on manner of dress for the job interview and then on the job (when different.) She discussed the use of basic colors and how to develop a wardrobe for work that was not expensive - how to shop wisely. A filmstrip, locally produced was used to demonstrate how first impressions relate to one's appearance, and then tips on how to enhance one's own appearance were given. Body language was another topic discussed and the class was asked to consider body carriage, facial expressions, neatness of clothing and make-up, gestures, etc. Cleanliness and weight were also mentioned.

(Note: an instructor in secretarial science or a similar course would probably be able to do this.)

CONSULTANT: Kathy Morris

SESSION: "Values Clarification

LENGTH: 1 Hour

PROCEDURE: Sidney Simon exercises were used. The major one used allowed development of 4 areas on a 5" by 8" card. These areas were to list 1) all the major and/or minor changes in the last 3 yrs. of your life, 2) the things you are looking forward to, 3) how to live longer (what we are doing) and 4) who will be affected by our living a long productive life.

A Career Education Project Handout - Work Values (CE 089) also was used as the basis of discussion.

HANDOUTS: On following page. (1 page)

WORK VALUES

Rank each work value according to its importance to you. Put a "1" on the line in front of the work value which you think is most important. Put a "2" in front of the one which is second in importance. Continue until you have ranked all 13 work values.

________1. Adventure-doing exciting activities, being in new or uncertain situations, engaging in competition.

________2. Artistic-producing something aesthetically pleasing to the physical senses.

________3. Creative-initiating a new idea or product.

________4. Financial Income-receiving a high income.

________5. Independent-planning own work activities, being free to change procedure.

________6. Intellectual-solving complex questions requiring thought, applying concepts and knowledge to problems.

________7. Leadership-influencing others in their work, being a leader, making decisions.

________8. Orderliness-following set procedures, doing well-ordered or repetitive routines.

________9. Physical performance-being able to do difficult physical tasks which require precision and coordination.

________10. Productive-making a product or doing work which results in something usable.

________11. Recognition-being known by many people, receiving respect from others.

________12. Social Service-working for the benefit of others and society.

________13. Variety-being engaged in many different activities or problems.

Program and materials provided under a grant to NCTI from the US Office of Education, Grant No. OEG-0-73-5292.

(CE-8-74-100)

CONSULTANT: Kathy Morris

SESSION: "Job Attitude"

LENGTH: 3 Hours

PROCEDURE: A booklet called "Job Attitudes" published in the World of Work kit by Innovative Sciences was used. In addition, cassette tapes, worksheets, and relevant exercises from the kit were used.

The movie, The World of Work, by Counselor Films was shown. This was followed by a discussion of the various job options open to people. Filmstrips from Livelyhoods from Hought Mifflin Co. were viewed by participants.

As a closing activity, the movie You Pack Your Own Chute, Ramic Productions, N.Y., N.Y. was shown. A brief follow-up discussion of the film followed. Each student then stated his or her goals now that the workshop was over and received a certificate of participation.

HANDOUTS: See World of Work kit.

APPENDIX C

Reaction Form

REACTION FORM

Session: ______________________________ Date: ______________________

1. Indicate your evaluation of session content by rating each item below:

	Superior	Good	Average	Below Average	Poor
Met your expectations					
Related to your needs					
Material relevant and reflect current ideas					
Materials organized					
Interesting					

2. The parts of this session I like most were:

3. The parts of this session I liked least were:

4. For the future, I would suggest:

5. During this session I learned the following about myself and others:

6. In general, I would rate this session:

Excellent	Good	Fair	So-so	Not so hot

7. Other comments: ____

____

____

____

____

SESSION REPORT

WAUSAU	ONE	OCTOBER 17, 1974
(Location)	(Session #)	(Date)

KIWANIS CLUB	20 MEN
(Type of Group)	(Attendence)

Objectives and Procedure:

Explain Career Education - Tell about our project and activities.

Get any feedback on services

Gain support for career education

Instructor's Material/Equipment:

Career Education - USOE Slides -

Both I and II Parts

Printed Materials Handed Out:

Career Education Newsletter

Summary of Session:

We were invited by John Webb.

Use only Part I of slides next time.

Peggie Mallery
(Consultant)

APPENDIX D

CAREER EDUCATION MATERIALS

Page

Table

I Use of Materials in the Public Schools D-2

Revised Bibliography D-4

Addendum to Revised Bibliography D-5

List of Instructional Materials Developed Under the Project D-15

Additional Free Printed Materials Available from North Central Technical Institute D-18

TABLE I

Use of Materials in the Public Schools 1973-76

PILOT SCHOOLS	Cassette	Film Strip	Games	Kit	Slides	Film	Video-Tape	Bibliography	Books Elementary	Books Information	Exercise Book Elementary	Exercise Book High School	Guide Elementary	Guide Jr. High School	Guide Sr. High School	Guide General	Misc. (Handouts)	Paperback Adult	Paperback General	Paperback Information	Professional Reading	Reports
Merrill	+	+	+	[illegible]	+	+	+	+	+	+		+	+	+	+	+	+			+	+	+
Colby	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+			+	+	
Stratford	+	+	+	+	+	+	+	+	+		+	+	+	+	+	+	+			+		
Edgar	+	+	+	+	+	+	+	+	+		+		+	+	+	+	+	+	+	+	+	
CONTACT SCHOOLS																						
Wausau	+	+		+	+	+	+	+	+			+	+	+	+	+	+	+	+		+	
Prentice	+	+	+	+		+		+	+		+		+	+	+	+	+					
Phillips	+	+	+	+	+	+	+	+	+	+	+		+	+	+		+					
Park Falls	+	+		+	+	+	+	+		+	+	+	+	+	+	+	+	+				
Wittenberg	+	+		+		+		+		+	+	+	+	+	+	+	+				+	
Antigo	+	+		+	+	+	+	+	+		+		+	+	+	+	+			+	+	
White Lake	+	+		+	+	+		+	+	+	+		+		+		+					
Bowler	+	+		+		+		+					+			+	+				+	

D-2

TABLE I CONTINUED

Use of Materials in the Public Schools

CONTACT SCHOOLS	Cassette	Film Strip	Games	Kit	Slides	Film	Video-Tape	Bibliography	Books Elementary	Books Information	Exercise Book Elementary	Exercise Book High School	Guide Elementary	Guide Jr. High School	Guide Sr. High School	Guide General	Misc. (Handouts)	Paperback Adult	Paperback General	Paperback Information	Professional Reading	Reports
Rib Lake	+	+		+	+	+	+	+	+	+			+	+	+	+	+	+	+			
Medford	+	+			+	+		+					+	+	+		+					
Athens	+	+		+	+	+	+	+					+	+	+	+	+	+	+		+	
Tigerton	+	+		+		+		+				+			+	+	+		+			
Marathon	+	+	+			+		+						+		+	+				+	
Rosholt	+	+		+		+		+			+		+	+	+	+	+					
Mosinee	+	+		+		+		+	+		+		+	+	+	+	+	+	+	+		
Abbotsford	+	+	+	+	+	+	+	+	+		+		+	+	+	+	+					
Schofield	+	+	+	+		+		+						+	+	+	+				+	

D-3

CAREER EDUCATION PROGRAM

REVISED BIBLIOGRAPHY

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Associate Project Director
Lois Gilliland

Career Education Consultants:
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Peggie Mallery
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"The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred."

TABLE OF CONTENTS

Page

Introduction ii

Materials Available from the Career Education Project 1

Audio Visual Materials 2

Printed Materials 11

Materials Available from the North Central Technical Institute Library 38

Free Printed Materials Available from the Career Education Project 47

INTRODUCTION

As part of the Career Education Project at North Central Technical Institute, audio visual and printed materials are available on a loan basis to public school personnel within the district. Since the project is involved with sixteen school districts, the materials can be used on a short term basis or previewed at in-service meetings. It is suggested that materials which are particularly effective, be purchased by the district. This bibliography is a sequel to the first annotated listing. It would be suggested that they be used jointly as the contents of the two are somewhat different.

There are three sections involved in the bibliography: Materials available from the Career Education Office, Materials available from the NCTI Library, and Free Printed Materials Available from the Career Education Office.

A simple form of classification has been used to simplify shelf arrangement and circulation. Materials are divided into the two categories of audio visual and printed materials. The audio visual materials consist of filmstrips, kits, cassettes, games, video tapes, and slides. Printed materials consist of books, paperbacks, reports, bibliographies, guides, exercise books and miscellaneous.

Each item is marked according to grade level or type of materials. The following are examples of item listings:

Audio visual:

Fs/S 006   You Promised, First Things Series
(Filmstrips) Guidance Associates, 1972. Primary grades.

Call number   Title   Type of Material   Company   Date   Grade level

Printed materials:

Gu/HS
450

Wysong, Eugene H. Career Education Program, Vol. II
(Gr. 10-12) Boston: Houghton Mifflin, 1973.

Call number

Author

Grade level

Title

Date

City of publisher

Publisher

If there are questions about materials or the bibliography, feel free to call the Career Education office at 675-3331, Ext. 210. We hope that this service will be helpful to you.

Lois F. Gilliland
Associate Project Director
of Career Education

MATERIALS AVAILABLE FROM THE CAREER EDUCATION PROJECT

Audio Visual Materials — Page

Cassettes 2

Filmstrips (Elementary) 4

Filmstrips (Middle School) 5

Filmstrips (Secondary & Adult) 6

Games 7

Kits 8

Slides 10

290

CASSETTES (Audio Visual Materials)

Ca 300 A Man's Work: Group 1/Office and Sales (Cassettes and teacher's guide) Airline Ticket Agent, Car Salesman, Gas Station Salesman, Industrial Mailroom Clerk, Insurance Salesman, Retail Clerk, Stock Manager/Clerk/Counterman, Trade Salesman. Educational Development Corporation, 1972. Jr.Sr. High-Adult.

Ca 301 A Man's Work: Group 2/Consumer (Cassettes and teachers guide) Barber, Bartender, Cook, Fireman, Mail Carrier, Mortician/Embalmer, Police Officer, Security Guard, TV Repairman, Window Washer. Educational Development Corporation, 1972. Jr. Sr. High-Adult.

Ca 302 A Man's Work: Group 3/Production (Cassettes and teachers guide) Auto Body Worker, Painter, Candymaker, Engine Specialist, Food Processor, Garment Cutter, Glassblower, Patternmaker, Plastic Tire Recapper, Tool and Die Maker. Educational Development Corporation, 1972. Jr. Sr.High-Adult.

Ca 303 A Man's Work: Group 4/Structural (Cassettes and teachers guide) Carpenter/Yardman, Demolition Man, Draftsman, Electrician Glazier, Heavy Machinery Operator, Iron-Worker/Cement Mason, Millwright, Sheet Metal Worker, Steamfitter. Educational Development Corporation, 1972. Jr. Sr. High-Adult.

Ca 304 A Man's Work: Group 5/Miscellaneous (Cassettes and teachers guide) Ambulance Driver's, Binding Worker, Commercial Fisherman, Disc Jockey, Furniture Finisher, Long-Haul Truck Driver, Meter Reader, Platemaker, Tailor, Telephone/Repairman. Educational Development Corporation, 1972. Jr. Sr. High-Adult.

CASSETTES (Tapes Unlimited)

Ca 305 Construction. Tapes Unlimited, 1969. H.S. and Adult.

Ca 306 Distribution. Tapes Unlimited, 1969. H.S. and Adult.

Ca 307 Graphic Arts. Tapes Unlimited, 1969. H.S. and Adult.

Ca 308 Health Services. Tapes Unlimited, 1969. H.S. and Adult.

Ca 309 Hotels, Motels, Restaurants. Tapes Unlimited, 1969. H.S. and Adult.

Ca 310 Industry. Tapes Unlimited, 1969. H.S. and Adult.

Ca 311 Law. Tapes Unlimited, 1969. H.S. and Adult.

CASSETTES (Tapes Unlimited,Con't)

Ca 312	Mass Communication. Tapes Unlimited, 1969. H.S. and Adult.
Ca 313	Security and Protection. Tapes Unlimited, 1969. H.S. and Adult.
Ca 314	Selling. Tapes Unlimited, 1969. H.S. and Adult.
Ca 315	Transportation. Tapes Unlimited, 1969. H.S. and Adult.
Ca 317	Buscaglia, Leo. Tape I, Love in the Classroom. University of Southern California, 1971.
Ca 319	Colby, Betty. If a Man Answers, Don't Hang Up
Ca 320	Davis, Roth. Approach Relevance in Education, WPGA.
Ca 318	Ramacle, Lee. Human Development - 40 min. Professor, School of Guidance and Counseling.
Ca 316	Yost, Fay. Introduction to a Strategy for Teaching Values. Medford High School, 1974.

FILMSTRIPS (Elementary)

Fs/S 007 *But It Isn't Yours, First Things Series.* Pleasantville: Guidance Associates, 1972. Primary Grades.

Fs/S 013 *Me, Myself, and I: Who Am I? Why Do My Feelings Change? What Can I Do About It? How Can I Improve Myself? What About Other People? Where Do We Go From Here?* Eye Gate, 1972. Grades 4-9.

Fs/S 012 *A Strategy for Teaching Values, First Things First Series.* Pleasantville: Guidance Associates, 1972. Primary Grades.

Fs/S 011 *What Do You Know About Rules? First Things First Series.* Pleasantville: Guidance Associates, 1972. Primary Grades

Fs/S 008 *What Happens Between People? First Things First Series.* Pleasantville: Guidance Associates, 1972. Primary Grades

Fs/S 010 *Who Do You Think You Are? First Things First Series.* Pleasantville: Guidance Associates, 1972. Primary Grades

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Printed Materials . . . . Page

Bibliographies 12

Books (Elementary) 13

Books (Informational). 15

Books (Professional Reading) 16

Exercise Books (All levels) 17

Guides (Elementary) 20

Guides (General) 23

Guides (High School) 25

Guides (Junior High) 26

Guides (Post High) 27

Miscellaneous 28

Paperbacks (Adult) 29

Paperbacks (Informational) 31

Paperbacks (Professional Reading) 34

Reports 37

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Audio Visual Material . . . . Page

Cassettes 39

Slides 42

Video Tapes. 43

Additional Materials 46

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"Agra-business"- programs in Wisconsin

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3) Financial Matters, 4) Legal Matters.

Business:

"Business Roundtable" - Communication

Faculty In-Service:

"Antigo - Pre Vocational Program"
"Testing and Evaluation Service for Vocational Education"
"Why Serve the Handicapped and Disadvantaged Student"

Miscellaneous:

"Effective Listening" - 2 tapes and exam

Nursing:

"History of American Nursing"

Social Studies:

"America: Sick or Solvent" Four young critics debate the condition of America today. 1) U.S. Social Conditions 2) Youth - United States 3) Alienation (Social Psychology)
"Ghetto Law and Order: A documentary on the police's role in the nation's ghetto's: 1) Negroes - Segregation. 2) Police 3) U.S. Race Question.
"The Road to Crime" - A convict talks about early criminal tendencies.
"Private World of a Convict" - A criminal discusses his inner longings and emotional problems.
"An Alien Convict Talks About His Prison Life as a Rehabilitating Experience.

FILMSTRIPS:

Agriculture:

"Determining Market Grades of Corn"
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"Increasing Earnings Through Farm Records"
"Identification of Weeds - Parts I & II"
"Keeping Records Up-to-Date"
"Producing Hy-bred Seed Corn"

"Soil Color"
"Starting to Keep Records"
"Summarizing and Analyzing Records"
"Tractor Maintenance"

Architecture:

"School Buildings" - 1965 Exhibit of new school designs.

Aviation:

"Federal Aviation Regulations"
"Meteorology"
"Navigation"
"Weight and Balance"

Business:

"Role of the Commercial Banking System; Joint Council on Economic Education; n.d. 3 filmstrips (38 frames each) Color. 1) Evaluation of Money and Banking, 2) Using Your Bank - Bank Services, 3) Banking and the Economy. Filmstrip Commentary and teaching guide.
"Role of Consummers; Joint Council on Economic Education; n.d. 1) Importance of Consummer Credit, 2) Consummers and Pattern of Production, Consummers and Economic Stability, 3) Difficulty of Being an Intelligent Consumer, Role of Consumer as a Citizen.
"Role of the Federal Researve System: The Credit Market; Joint Council on Economic Education; n.d. 3 filmstrips, teaching guide and filmstrip commentary. 1) Demand For Credit, 2) Supply of Credit, 3) Problem of Economic Balance.
"Role of Our Labor Force" - The Pulse of the Nation; Joint Council on Economic Education; n.d. 3 filmstrips, (51 frames each). With teaching guides and filmstrip commentary. Color. 1) Labor and Laboring Classes 2) Labor Supply.

Ceramics:

"The Making of Fine China" - Lenox Corporation

Dairy Sales:

"Biggest of the Three." with record
"Customer Needs and Wants."
"Death of a Con Man."
"Dig a Little Deeper."
"Johnny Greets the Customers."
"Johnny Closes the Sale."
"Johnny Meets His Boss."
"Johnny on the Spot."
"Mind Your Own Business."
"One in Fifty." - Concerns Milkman with record.
"Person to Person." - with record.

Ecology and Social Change:

"Conflicting Cultures: Non-stop to Glory." With 33 1/3 rpm. phonodisc. (98 frames.) Color. Narrative script.
"Water Pollution." - California State Polytechnical College; n.d.

Home Economics:

"Baby Feeding."
"Clothing Construction."
"Color in Home Furnishings."- 2 parts.
"Head Start on Homemaking." Script.
"Homes Are For People." - Psychological needs, Sociolgical, and Beauty.
"Household Helpers."
"How To Buy Meat." - Parts 1-3
"How to Cook Chicken."
"Learning From Labels."
"Road to Responsibility."
"Textiles For Today."
"Washday Wonders."
"World of Wonderful Foods."

Insurance:

"Career Surprises." Shows employees at work in the property and liability insurance,.business. Acquaints students with educational requirements for a variety of positions in this field. Record and script.

In-Service:

"Television in Your Classroom." Great Plains Instructional Television Library, n.d.

Metals:

"Platinum Metals" International Nickel Company; n.d.
"Sterling Silver-Art Treasures for Today; Sterling Silversmiths Guild of America; n.d.
"What is An Application Mechanic?"- Aluminum, building materials

Military:

"Admission for Your Service Academics." Produced in joint effort by the five U.S. Service Academics - West Point, Anapolis, Coast Guard, Merchant Marine, and Air Force." Record and script.

Newspaper:

"Organizing a Staff."

Newswriting:

"What Makes News?"
"News Story Structure."
"News, Words, Sentences, and Paragraphs."
"Writing the Lead."
"Your School Publication."

Printing:

"Once Upon a Stone."
"Smooth Operator."
"Type Has Many Faces."

Self:

"Communicationg Face to Face." Cassette. 20 min.- Communication in Nursing and Applied Psychology
"How to Handle Complaints."
"How to Listen More Effectively." - 20 min. with cassette
"Understanding Your Relationship with the Organization."
"Understanding Yourself." (Above filmstrips from Nursing Program. (Could be geared toward Nursing, however, concepts are applicable to other subject areas.)
"Why I Am Afraid To Tell You Who I Am." - Cassette. 40 min. 2 sides. 48 page discussion guide - 2 filmstrips. Color.

Social Studies:

"Our American Heritage." The Reader's Digest; 1947

FILMS:

"Mrs. Reynolds Needs a Nurse." Color. Instructor's Guide. Applied Psychology and Nurses and Nursing Psychology
"Idea With a Future." Nurses and Nursing - 30 min. Color.
"Where the Action Is." 30 min. Color. Vocational Technical Education In Wisconsin.
"Television Station WSAU." Television Advertising. 20 min. Sound & Color.
"The Eye Of The Beholder." Perception, Psychology. Black and White. 16 mm. 25 min.

SLIDES:

Agriculture:

"Alfalfa Insects."
"Chemical Weed Control"
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"Life of the Green Plant."
"Our Living Soil."
"Plant Nutrient Deficiency Symptoms."
"Potatoe Disease."
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"Ventilation Fundamentals."

Business:

"In Touch With Tomorrow." - Touch Shorthand
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Home Management:

"Be Involved - Be a Home Economist."
"Do's and Don'ts of Pants."
"Home Economic Assistant Program."
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Printing:

"Quality of Flexographic Printing."

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SLIDES AND TAPES:

Etiquette, Manners, Customs:

"How to Face and Audience With Poise."
"How Not to Offend Others When Smoking or Chewing Gum."
"Visual Poise for Business and Social Success." - Standing, Sitting, Walking Posture.

VIDEO TAPES:

Business:

"Accounting Cycle." North Central Technical Institute; 1969
"Accruals." North Central Technical Institute; 1969
"Adjustments for Merchandise Inventory." North Central Technical Institute; 1969.
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"Deferrals-Unearned Revenue." North Central Technical Institute; 1969.
"Deposition of Plant Assets." North Central Technical Institute; 1969.
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"Cool Cookery." North Central Technical Institute; 1969.
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In-Service:

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Manufacturing:

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"Properties of Solids, Ultimate Tensile Strenght." North Central Technical Institute; 1969.

Media:

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"Use of TV at NCTI." North Central Technical Institute; 1970.
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Metals:

"New Directions in Metal Making." North Central Technical Institute; 1970.

Self:

"The Drug Scene." North Central Technical Institute; 1969.

ADDITIONAL MATERIALS

Career Exploration Units (Slides)

Office Occupations
Drafting Careers
Graphic Arts Occupations
Ag-Auto Occupations and NCTI Programs
Health Occupations
Accounting Occupations
Some Careers in Machine Tool and Metals
Apprenticeship Trades
How Much Is Enough? Math
Introduction to Marketing Careers and Concepts
Data Processing Occupations and Wausau Area
Electronics Occupations

Career Exploration (16 mm. film)

The World of Work

FREE PRINTED MATERIALS AVAILABLE

FROM THE CAREER EDUCATION PROJECT

FREE MATERIALS AVAILABLE FROM
NORTH CENTRAL TECHNICAL INSTITUTE

Career Interest Survey	CE001
Steps on Self and Career Awareness	CE002
Occupational Checklist	CE003
Value Orientation of Middle Class and Youth Cultures	CE004
Career Education As A Resource for Home Economic Classes	CE005
Goals for Career Education by the U.S. Office of Education	CE006
To the English Teacher	CE007
To Teachers Preparing Career Education Units	CE008
To the Teacher	CE009
To the Librarian	CE010
To the Teacher	CE011
Some Peculiar Comments about Education	CE012
Youth and School Alienation	CE013
Information to Help You Understand and Teach Career Development Education	CE014
Career Education Handbook	CE015
Attendance Roster	CE016
Try This Problem	CE017
Quips, Quotes, and Quibbles I	CE018
Quips, Quotes, and Quibbles II	CE019
Career Education Self	CE020
Implementation and Administration of Career Education Programs	CE021
An Encounter With Me	CE022
The Role of Career Education	CE023
Careers vs. Jobs	CE024
Some Reasons for Career Education in Schools	CE025
Career Education Reading List	CE026
Career Education Bibliography	CE027
Role of the School Counselor In Career Education	CE028
Booklets Giving Job Descriptions, Qualifications and Training Requires, Pay Estimates, and Job Outlook	CE029
Job Clusters	CE030
"Love In The Classroom"	CE031
Glad Note	CE032
Physiology of Programs (Kenneth B. Hoyt)	CE033
Career Education Model	CE034
The "T" Diagram	CE035
Values Auction	CE036
General Education Development (G.E.D.) Kit	CE037
Elements of Career Education - Desired Outcome	CE038
I Taught Them All	CE039
Career Development Scope and Sequence Model	CE040
Identify Auction List	CE041
The Art of Not Listening	CE042
Are You Living Up to Your Potential [illegible]	CE043
Roles, Goals.... Failure	CE044
Rules for Effective and Meaningful Communications	CE045
Human Development Program Curriculum Content Ideas	CE046
Summary of Thirteen Principles for Changing Children's Behavior	CE047
Career Education for Elementary Schools	CE048
Public Interviews (Merrill Harmon)	CE049
One Minute Reaction Statement	CE050

337

Interviewing	CE051
How to Teach Fear	CE052
Career Education Activities K-6	CE053
Transactional Analysis Handbook	CE054
Stem Sentences	CE055
What Do You Value in Life?	CE056
Chart Occupations	CE057
Comprehensive Occupational Education Program Model	CE058
Family Reaction - Psychology	CE059
Facilitating Self- Actualization Through Assertiveness Training	CE060
Step for Implementing Career Education in Schools	CE061
Family Occupational Discussion	CE062
Indentification of Significant Others	CE063
Strength Bombardment Exercises	CE064
Wondering What Employer's Look For?	CE065
Communications Test	CE066
Some Ideas Guaranteed to get Reaction	CE067
Do's or Dont's for Mature Job Seekers	CE068
Satisfactions, Achievements and Success	CE069
Clarification of Personal Values	CE070
Parents and Career Education	CE071
Future Shock	CE072
Personal Career Development Review	CE073
Sixteen Concepts	CE074
Career Development Opinionnaire	CE075
Furthering Career Education Through Counseling	CE076
Definitions of Words and Terms Used	CE077
Career Cluster Occupations	CE078
Proposed Definitions Related to Career Education	CE079
Career Development Concepts	CE080
What's Job Clustering All About?	CE081
Activities for the World of Work	CE082
Developmental Tasks	CE083
Some Resource Materials on Developmental Groups	CE084
The Concept on Feedback	CE085
Value Strategy	CE086
Career Decision-Making Process	CE087
Evaluation of Career Education Materials	CE088
Work Values	CE089
Lost on the Moon	CE090
Quotes from Dr. Buscaglia "Love in the Classroom"	CE091
Positive Approach to Discipline	CE092
Growth Development Booklet	CE093
Norms of a Community	CE094
When I Grow Up, I'm Going to Be Married	CE095
Notes from Dr. Pelligren's Presentation	CE096
Tape Recording of "Dr. Glaser" - W. West	CE097
Set a Good Example	CE098
Information from the "Today" Program	CE099
Continuims	CE100
I Am Loveable and Capable	CE101
Communications with Others	CE102
Automobile Accident	CE103
Suggested Books for Understanding Yourself and Others	CE104
Individual Uniqueness! What's That?	CE105
Special Project Report	CE106

Value Sheet	CE107
Manufacturing Clusters	CE108
Exploring An Occupation	CE109
A Word About the World of Work	CE110
The Job Interview	CE111
Do's and Dont's (Job Interviews)	CE112
It Started With an Ad on Monday	CE113
Children Learn What They Live	CE114
Guidance Awareness Survey	CE115
Reaction Form	CE116
Child Care	CE117
SRA - Career Education Activities (Social Studies)	CE118
SRA - Career Education Activities (Mathematics)	CE119
SRA - Career Education Activities (Foreign Languages)	CE120
SRA - Career Education Activities (Science)	CE121
Potential Service in Career Education	CE122
Personal Career Development Review	CE123
Program of Effort	CE124
Career Planning Survey (Junior High)	CE125
Theory of Vocational Development	CE126
What Would You Like to Be?	CE127
Specific Areas of Training in Major Fields	CE128
Questions Asked During An Employment Interview	CE129
The Interview	CE130
Negative Factors Evaluated During Interview	CE131
Resume	CE132
Letter of Application	CE133
Faculty Recommendation Form	CE134
Sample Letter of Acceptance	CE135
Sample Letter of Inquiry	CE136
Preparation for the Interview	CE137
Round Table Discussion (Temple, Ariz.)	CE138
Personal Interview	CE139
Understanding a Child's Goals	CE140
Value Sheet -- Hi and Lois	CE107b
Wheel of Life	CE141
A Look at my Third Grade Education	CE142
Career Education as a Resource in Social Studies	CE143
Career Education as a Resource for Business Classes	CE144
Assessing Your Values	CE145
How Do You View Career Education	CE146
The Poor Man's Soliloque	CE147
Adaptations from "Values and Teaching"	CE148
Eight Do's and Dont's for Beating the Blues	CE149
What is Your Life Style?	CE150
Community Services in Career Education	CE151
Sexism???	CE152
The Career of An Ag Machanic	CE153
A Counseling Fable	CE154
Classroom Arrangement	CE155
List of Sources May Help in the Interview Process	CE156
Occupational Grouping	CE157
A Handy Metric Conversion Table	CE158
Student's Evaluation	CE159
A Theory of Occupational Choice	CE160
Publication Highlights	CE161
A Self Survey of Sex Role Activities	CE162
Should Wives Work	CE163

Area Resources Survey Sheet	CE164
Federal Job Information	CE165
Activities for Kindergarten, 1, 2, and 3	CE166
Rank the Following Items in Inportance to You	CE167
SRA - Career Education Activities (English)	CE168
Kinds of Information Students May Need About Occupations	CE169
Vocational Development	CE170
Career Education News - Menominie (Feb.)	CE171
Counseling Check-list	CE172
Career Education News - Menominie (Nov.)	CE173
What is a Student?	CE174
Reflections	CE176
Myself ... Edgar A. Guest	CE177
The Ten Commandments of Human Relations	CE178
The Ten Characteristics of a Good Employee	CE179
Model for Cases	CE180
Career Analysis	CE181
Resume (Facsimile)	CE182
Some Home Economic Jobs	CE183
Life Time Span	CE184
Rating in Percentage - Jobs You Have Held	CE185
Relating School Courses to the World of Work	CE186
Areas of Work	CE187
Matching Occupations to Areas of Work	CE188
Exploring Occupations	CE189
Work Values and Goals	CE190
Notes on Career Education	CE191
Guesstimate	CE192
Rank These Jobs	CE193
Probing Our Attitudes Toward's Woman's Lives	CE194
The Important You....	CE195
Handout Assumptions	CE196
Role Change Project	CE197
Sexism in Education	CE198
The Myth and the Reality	CE199
Structural Experiences for Adolescent Counseling Groups	CE200
Community Involvement	CE201
The Right Way to Look for a Job	CE202
Interest Check list	CE203
An Introduction to Career Education: A USOE Policy Paper	CE204
Motivation	CE205
The Decision-Making Process (Stout)	CE206
Child's Care: A Woman's Right	CE207
Employment and Women	CE208
Wisconsin Work Forces Fact Sheet	CE209
Social In-service - Economics	CE210

ADDENDUM TO REVISED BIBLIOGRAPHY

The following entries of materials in the career education resource center are in addition to materials listed in the Revised Bibliography. For the most part, the same format is used.

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GUIDES (General)

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List of Instructional Materials

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Units of Study Developed by Local Public School Teachers

Career Development Education on Home Economics by Jane Stelzer

Career Education Activities - Third Grade by Mae Bobert

Career Development Education Workshop Science Unit by Richard Sawyer

Career Education in the Kindergarten by Lucille Ferguson

Development of Career Education Concepts by Jill Norton

The Rise of Labor by Gerald A. Layton

Development of Accounting Career Concepts and Unit by Larry Munske

Career Education Concepts as Applied in a World History Teaching Unit by Neil Munson

Activities in Career Education Industrial Arts by Phillip Perushek & Pat McCarthy

Careers in Distributive Education by John Tertgen

Curriculum & Methods in Career Education by Kathleen Kallenbach

Will the Real You Please Stand Up? (Self unit) by Judy Faust

Wausau Has Careers for You (Community resource guide for special ed.) by Lance Polege

An Individualized Audio-Visual Introduction to Various Careers (Special Ed) by Sandi Ketzke & Sue Knippel

Plan of In-Service for Stratford Public School by James Bowman

Plan of In-Service for Wittenberg Public School by Hope Moreland

The Rise of Big Business (U.S. History II) by Henry Osswald

Valuing by Carol Wisnewski

Alternative Education Program Involving Career Education by James Leffin & Arnold Lindquist

Choosing Your Career (Home Ec.) by Ruth Pederson

Development of a Career Awareness Week in a Secondary School as It Relates to the Curriculum by Edna Bonvincin

Parent Education Booklet for Parents of Deaf Children Enabling Them to Develop Career Education Concepts in the Home by Mary Christianson

Curriculum & Methods in Career Education by Donald B. Williams

Unit on School Personnel & Helpers, Grades 1-3 by Lenore Faulks, Jean Haffs, Marg Pigeut & Marcia Schoessow

Career Unit for Phillips High School by Laddie Zellinger

Career Planning Guide, Phillips High School by the guidance department

Job Seeking Skills Unit (for adults) by NCTI Project Staff

Self Awareness (for adults) by NCTI Project Staff

Self Awareness Unit (Psychology Class, Park Falls High School) by Cindy Greenwood

A Unit for Ninth Graders on Career Education by Art Ace

A Survey of Applied Mathematics in Real World Job Situations by Janice Cis

Career Related High School Mathematics Problems by Janice Cis

Activities & Resources for Career Education in Mathematics (Junior High) by Stuart Bowman

Opportunities in Music (Booklet on occupational career in Music) by Mary Ann Luedtke

Information & Bibliography for Career Education by Leland Fischer

The Planning & Evaluation of a Career Day by Reinold Lenz

Career Education Activities for Grade Three by Carmen Thiex

Career Education for Elementary Grades (K-3) by Betty Brown

What is a Family? by Leatrice Jorgensen

Philosophy, Definition, Goals, Evaluation & Introduction of Career Education in Music by Mary Ann Luedtke

Career Education in English by Betty Beggs & Michael Arnold

Career Education for Seventh & Eighth Grade by Betty Anderson & Bill Androschko

Career Education Project by Rosemarie Eckardt

Unit from First Grade in Career Awareness by Patricia Spregue

What Mothers Know (A cassette & filmstrip for Kindergarten) by Leatrice Jorgensen

Audio Visual Materials

Career Exploration Packages by NCTI instructors from YWE Workshop

1. Office Occupations by Betty Dickerson
2. Drafting Careers by R. Ebben
3. Graphic Arts Occupations by D. Grasse
4. Ag-Auto Occupations and NCTI programs by D. Fisk
5. Health Occupations by B. Perkofski
6. Accounting Occupations by M. Larsen
7. How Much is Enough? Math by Larry Kaffine
8. Introduction to Marketing Concepts and Careers by R. Sem
9. Data Processing Occupations by R. Andren
10. Electronics Occupations by J. Webb
11. Some Careers in Machine Tool and Metals by R. Juers
12. Apprenticeships by R. Henning

Audio Visual Materials Developed by Project Staff

Occupational Opportunities in the Colby Area (Sound Filmstrip) by John Brasch & Martin Haavisto

I am Woman (Sound-Slide) by Peggie Mallery

Project Activities (Slides) by Lois Gilliland

Self Awareness, Peanuts (Transparencies) by NCTI Project Staff

Teachers Guides

Area Resources for Career Education by NCTI Project Staff

Medford Area Resource Guide for Career Education by NCTI Project Staff & Medford Public Schools Staff

Career Awareness by Merrill Senior High School Staff with Assistance of NCTI Project Staff

Career Awareness by Merrill Junior High School Staff with Assistance of NCTI Project Staff

Career Awareness by Merrill Elementary School Staff with Assistance of NCTI Project Staff

Career Awareness, Stratford Elementary School by Kathy Morris, NCTI Staff, elementary guidance counselor and teachers.

ADDITIONAL FREE PRINTED MATERIALS
AVAILABLE FROM NCTI

Decision Making Survey	CE211
Transactional Analysis Applied	CE212
Putting It All Together	CE220
Some Words of Encouragement	CE221
Write a Resume That Gets a Job	CE222
Career Education Opinionnaire	CE223
Vocational Development Inventory--Grades 8-9	CE224
Career Education Doesn't Replace A Thing!	CE225
Career Education Ideas	CE226
Trends of the Future	CE227
Career Education--A Position Statement of the Council of Chief State School Affairs	CE228
Nine Types of Assertive Responses	CE229
The Components of Assertive Behavior	CE230
Career Development Theories	CE231
Decision Making Survey	CE232
Transactional Analysis	CE233
Get The Message	CE234
Business Articulation Survey	CE235
Counseling Checklist	CE236
Job Clusters	CE237
So You're Going Job Hunting	CE238
SRA - Tape Lib.	CE239
Promoting the Development of Girls & Women	CE240
Wisconsin Career Awareness Inventory	CE241
Employment Outlook	CE242
Occupational Grouping	CE243
Value Clarification Unit	CE244
Table 62	CE245
Technology for Children Project - Soil Conservation	CE246
Technology for Children Project - Aircraft	CE247
Technology for Children Project - Electricity	CE248
Technology for Children Project - Noise Pollution	CE250
Technology for Children Project - Litter Pollution	CE251
Technology for Children Project - Measurement	CE252
Technology for Children Project - Sound	CE253
Career Education Games	CE254
Materials Sign Out Sheet	CE255
Snoopy Booklet	CE256
Career Education Ideas	CE257
Mini Course	CE258
Integrating Career Development - High School Curriculum	CE259
Career Education for Career Development	CE260
Parent Information Survey	CE261
Discussion Guide and Questions	CE262
Job Exploration Exercise	CE263

What Assumption Does Career Education Make	CE264
Facilities and Equipment in Career Education	CE265
Vocational Information and Guidance at Elementary Level	CE266
Wisconsin - Career Education	CE267
SRA - Career Education Activities (Social Studies, Mathematics, English, Foreign Language)	CE268
Occupational Clusters Relate to Subject Area	CE269
Women's Movement	CE270
Business and Industry Day - Item To Be Considered	CE271
My Own Thing, Work-Widening Occupational Roles Kit	CE272

APPENDIX E

Career Education Advisory Committee and Consortium

Page

Minutes of Advisory Committee Meetings E-2-6

Letter to Consortium Members E-7

Agenda for Consortium Meeting E-8

NORTH CENTRAL TECHNICAL INSTITUTE
Career Education

Minutes of Contact Persons and Advisory Committee Meeting
on May 13, 1976

The group was welcomed by Dr. Russell Paulsen who reviewed the format for the meeting.

The evaluation procedure and forms used in the public schools were explained by Lois Gilliland. Reports on the progress in the districts were given by Kathy Morris and John Brasch.

Representatives of the contact schools were asked to give their reactions to the contact meetings. Some of the following comments were made:

> Effective because they caused exchange between districts.
>
> Suggested grouping districts of similar size.
>
> Suggested meetings once every two months with a larger group of participants.
>
> Effective because they caused one person in the district to be responsible for career education.
>
> Would like to see them continued because they were effective in giving ideas and materials.
>
> Suggested use of a mobile van.
>
> Representative from business felt career education was his insurance of a good product, the employee.
>
> Suggested better use of media.
>
> Suggested better distribution of the newsletter.

Dr. Paulsen talked about the possibility of receiving funding to continue two consultants next year. He asked if the contact people felt that districts would be willing to contribute $500 in matching funds. Mr. Hoyt commented that participants should think about the dividends that they had received from the federally funded career education project and determine if it was worth the dollars invested.

The meeting was adjourned after a brief exchange of ideas from school representatives.

TO: Advisory Committee Members

FROM: Lois Gilliland

SUBJECT: Minutes of Advisory Committee Meeting

DATE: February 5, 1976

IN ATTENDANCE:

George Glaser - Marathon Electric
Dr. Paulsen - Project Director - Research & Development
David Carlson - Social Services
Don Conechan - LVEC
Ron Precourt - CESA 7
Jim Leffin - Wausau Public Schools
Lois Gilliland
Ruth Hase
Peggie Mallery
Kathy Morris
John Brasch

BUSINESS:

Informed advisory committee that the project evaluators will be here on March 6 and 7.

Discussion of goals and objectives and what we've done to fulfill them up to this point.

Y.W.E. group coming to NCTI on February 5 was explained.

Explanation of the GOAL program (High School Credit, Developmental, G.E.D. and A.B.E.) and implications for career education.

The upcoming Counselor's Workshop was discussed and suggestions as to activities were brought up. Suggestions were:

1) Update people as to available materials
2) Stress coordination of attempts at career education in a school
3) An idea exchange - devoted to things that have worked for participants.

Components of women's assertiveness training workshops were explained, and AAUW presentation, and upcoming presentation on Mid-Career Changes for Women to be given in Marshfield were explained.

Vietnamese and ABE were discussed at length. A suggestion (by Jim Leffin) to drop a letter to church organizations to prop sponsors up in regards to supportive services (in transportation to schools, etc.)

Discussion of what should be done in regards to a culminating activity. (Perhaps explain, summarize, what we've done and what plans for materials are when the project ends).

Committee asked to view pre- and post tests.

DATE: Wednesday, March 19, 1975

TIME: 10:00 a.m. - 12:00 p.m.

PLACE: North Central Technical Institute

SUBJECT: Minutes - Advisory Committee Meeting for Career Education Project

After the introduction, a brief review of major accomplishments in career education this quarter was given which included: team week approach, adult classes and activities, articulation, consortiums, new materials, and the USOE evaluation. A suggestion was made to use the 20 minute career exploration units in the NCTI display at Wausau West High School T & I Days in March.

The major portion of the meeting was spent on discussion of future activities and many suggestions were made by advisory committee members. Subjects for discussion were:

1. A state career education conference hosted by our project on May 8 & 9. Topics ranged from themes to implementation and some suggestions were:
    a) include people from industry, labor, and business, particularly personnel people; educators at all levels; career people throughout the state; people who could help in planning career education programs for the future; politicians
    b) some different themes and topics suggested were futuristics, attitudes, evaluation procedures and instruments, materials displays
    c) committee members seemed more receptive to choices of smaller sessions rather than in one or two general sessions.
    d) A keynote speaker was recommended to kick-off at a dinner meeting and then have the speaker lead small group sessions on the following day. Whether to have the conference on one or two days was not decided. Norman Quisberg (?) from the University of Missouri, St. Louis, was suggested as a possible keynote speaker.

2. The Summer Career Exploration Workshop for YWEP Youth was explained and members were questioned on the feasibility of doing this for adults. Adults receiving help from service agencies and those laid-off by business and industry were suggested target groups.

3. Under project goals and objectives revision, committee members made the following suggestions:
    a) workshop organization and evaluation of career education programs in schools;
    b) get the word out on career education to people on the job;
    c) conduct workshops for agency people to inform them of project's services.

TO: Advisory Committee Members

FROM: Lois F. Gilliland, Associate Project Director

DATE: September 17, 1975

SUBJECT: Advisory Committee Meeting Minutes

Present: Lois Gilliland, Russell Paulsen, Kathy Morris, Ruth Hase, John Brasch, David Carlson, David Davies, James Leffin, Don Conachen, Marty Haavisto, Fay Yost, Dick Hunsbuscher, and Dr. Ahrnsbrak.

Dr. Paulsen welcomed the advisory committee and introduced two new staff members, Kathy Morris and John Brasch who will be acting as career education consultants to the public schools.

Lois Gilliland then showed slides of the Youth Work Experience Workshop which was conducted at NCTI this past June. The workshop consisted of a hands-on approach in six cluster areas.

An explanation of the project's goals and objectives for the year followed, with a committee member receiving a copy of these goals. ABE (Adult Basic Education), English as a Second Language, and the project's involvement with the public schools was discussed. The rationale behind the new approach of a participating school having a contact person attending one career education meeting per month was explained.

At this point the group divided. Representatives from CAP and Marathon County Social Services discussed various needs and interests with one of the career education consultants. Among their concerns was the need for more communication with the project, how better to serve their clients, the desire for in-service with small units of social workers, and the need to deal specifically with one consultant in the project.

The remainder of the group covered many topics. Interest was expressed in the up-coming in-service Stratford will be having at NCTI on September 26. A request was made that a resume of this in-service be distributed as others would like to participate in similar experiences. The format of a two-credit course (graduate level) offered through UW-Stout was explained. This course is titled Curriculum and Methods in Career Education. Interest was expressed in having faculty from a number of schools take this course. Feedback on the previous year's activities, the possibility of having an administrators workshop, articulation, and reaching the adults in the community were topics that exhausted the remaining time.

Participants adjourned to the Hoffman House for lunch.

Thank you for coming. Your assistance was appreciated.

MINUTES OF
ADVISORY COMMITTEE MEETING
SEPTEMBER 18, 1974

The persons present at the meeting, called to order at 10:15 a.m. at NCTI, were:

Fay Yost, Medford
Marty Haavisto, Colby
Lois Tulane, Wausau
Jim Leffin, Wausau
Don Conachen, LVEC -
  Edgar, Stratford
  Marathon and Athens
Career Education Staff

Dr. Russell Paulsen, the Project Director, gave summary reports on the Third Party Evaluation and the USOE Evaluation. Included in these summaries were recommendations of the evaluators and Career Education staff responses to the evaluations.

Marty Haavisto responded that the USOE evaluation team was not necessarily adequately informed on what career education is, etc.

Peg Mallery gave a summary of the Career Exploration Workshop; Roger Zerrenner and Ruth Hase summarized the various teachers in-service programs and workshop; Bill Kubeny discussed the GED and "Industry and You Day"; and Lois Gilliland explained the area agents meetings and results.

Jim Leffin suggested working with area education boards - then contracting with a University to run weekend workshops on Career Education for credit. This way, teachers meet board requirements and Career Ed. staff is able to implement career education.

Project goals and objectives were reviewed by Lois Gilliland, and recommendations from advisory committee members were requested. These were as follows:

1. Distribute Career Education Newsletter to Advisory Committee members so that future meetings would not be tied up with Project's "show and tell".

2. Senior Survey may be too late in kids curriculum. Better, too, to reach parents by going to them - go to the neighborhoods, as suggested by Lois Tulane, or begin with the Mothers' Clubs.

3. Career Education staff be available or set up booths at the Parent/Teacher Conferences at the schools. Lois Tulane welcomed staff to attempt piloting her idea at the conferences in Wausau elementary and middle schools this fall, Oct. 30-31, and Nov. 5-6.

Some discussion on lack of community, student, and teacher awareness of local trades and industries followed. BIE Day is one means of meeting the teacher's needs. Group emphasized importance of an awareness, but no real suggestions were dealt with except example of the Antigo "Industry and You Day."

Meeting was ended on that note.

NORTH CENTRAL
TECHNICAL INSTITUTE
1000 Schofield Avenue
Wausau, Wisconsin 54401
Telephone 715/675-3331

RESEARCH AND DEVELOPMENT

January 7, 1975

Dear Consortium Member,

Enclosed is a program for the Wisconsin Career Education Consortium at North Central Technical Institute. We hope to have faculty members from local public school districts and North Central Technical Institute present to discuss their career education activities and plans.

If you have any questions, please contact me. It would also be helpful if you would let Jim Fisher or me know if you are planning to attend the meeting. Hope to see you the 23rd.

Sincerely yours,

Lois F. Gilliland

Lois F. Gilliland
Associate Project Director

LFG:nls
Enclosure

NORTH CENTRAL VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICT

WISCONSIN CAREER EDUCATION CONSORTIUM

1975 WINTER MEETING
AT
NORTH CENTRAL TECHNICAL INSTITUTE
WAUSAU, WISCONSIN

JANUARY 23, 1975

9:30 - 10:15	Arrival and Coffee
	North Central Technical Institute - Room 405
10:15	Welcome - Overview of Days Activities Report and discussion of career education on the national scene.
	Report and discussion of career education in Wisconsin
	Jim Fisher
	Presentation of the North Central Technical Institute Career Education Project
	Current Project Activities
	Career Education Activities at the Public Schools
	Career Education Activities at North Central Technical Institute
12:30	Lunch
2:00	Group discussion of current issues in career education.
3:00	Informal individual or small group discussion with NCTI Career Education Staff.

APPENDIX F

INSTRUMENTS FOR EVALUATION AND NEEDS ASSESSMENT AND THIRD PARTY EVALUATION REPORT

Page

Career Interest Survey F-2

Career Education Opinionnaire F-3

Career Education Opinionnaire F-6

Reaction Form F-12

Rathus Assertiveness Scale F-13

Life/Work Planning F-15

Evaluation of Slide Presentations F-17

Evaluation of Career Education Materials F-18

Evaluation of "Medford Area Resources Guide" F-19

Career Awareness and Exploration Activities F-21

Grade Three Questionnaire F-23

Grade Six Questionnaire F-25

Career Education Activities Survey F-28

Counseling Survey F-29

Counseling Check-list F-31

Potential Services in Career Education F-32

Community Services in Career Education F-33

Third Party Evaluation Report F-35

Career Education
Grant No. O.E.G. 0-73-5292
Project No. V361036

CE001

CAREER INTEREST SURVEY

01 Name ______________________________ 02 Date of Birth ____________________

03 Social Security Number ______________________________

04 Name of School & City ______________________________

05 Name of Parent or Guardian ______________________________

06 Address ______________________________

Please indicate with check marks your future plans:

07 _____ Seek employment

08 _____ Military Service

09 _____ 4 years college or university

10 _____ 2 years college

11 _____ Technical institute

12 _____ Other type school (Please specify) ______________________________

13 _____ Marriage

14 _____ Work at home

15 _____ Undecided

16 _____ Other (please specify)
____

17 If undecided, check all that imply:

18 _____ Need more information concerning where and/or how to apply for a job or school
19 _____ Need information on student financial aids
20 _____ Tentative marriage plans
21 _____ Would like to know myself better
22 _____ Desire to travel and/or get away for awhile
23 _____ Would like to develop more confidence in career decision-making
24 _____ Other (specify or list) ______________________________
25 ______________________________
26 ______________________________
27 ______________________________

28 Present or previous work experience (Include all, even if you think it is not important-paper route, babysitting, etc. ______________________________
____
____

29 Hobbies, if any ______________________________

30 Other interests ______________________________

(CE-9-73-2500)

CE223

CAREER EDUCATION OPINIONNAIRE

I. Please supply information as requested:
(Check subject(s) or position)

_______ K-6

_______ English

_______ Social Studies

_______ Mathematics

_______ Science

_______ Foreign Language

_______ Fine Arts

_______ Vocational Subjects

_______ Physical Education

_______ Other: _______________

Number of years of non-school work experience _______________

In what occupations _______________
____

Number of years of school work experience _______________
(Include current year)

In what positions _______________

II. To help us establish where we are in career education, where we want to go, and what we need to do to get there, we need your reactions to the following statements. If you agree, please circle YES after the statement. If you disagree, circle NO after the statement.

WHERE ARE WE NOW?

1. I agree with the following definition of career education- Career Education is a decision-making process whereby the individual understands himself, the world of work, and career planning in preparation for a rewarding life.............. YES NO
2. I am familiar with the sixteen basic career development concepts in Wisconsin's K-12 Guide for Integrating Career Development Into Local Curriculum.............................. YES No
3. I am familiar with the Wisconsin Model for Career Development.... YES NO
4. I am familiar with the career education resource materials in my building or in our library system......................... YES NO
5. I am preparing my own local resource materials for career education... YES NO
6. I am using community resources for career education............. YES NO
7. Career education is for all students, including those with special needs and those who could go on to further education beyond high school... YES NO

8. Career education can be a strong motivational approach to learning.. YES NO

9. Career education can make both learning and teaching more relevant and meaningful... YES NO

10. Career education should be provided at all ages, beginning in early childhood.. YES NO

11. I am integrating career education into my curriculum............. YES NO

12. I have taken at least one course that relates to the rationale, theories and foundations of career education.......... YES NO

WHERE DO WE WANT TO GO?

I believe I should. . . .

1. Help students develop an understanding of themselves and others.. YES NO

2. Help students develop positive attitudes toward themselves, school, and work... YES NO

3. Help students relate what they learn to occupations............. YES NO

4. Help students learn to appreciate the personal, social, and economic significance of work.................................. YES NO

5. Help students develop an appreciation for the importance of all types and levels of work................................. YES NO

6. Help students assess their interests, aptitudes, personal traits, personal needs, and personal values, as an aid to career planning... YES NO

7. Help students become aware of the many occupational options open to them... YES NO

8. Help students consider how their career choice may affect the kind of life they will lead................................. YES NO

I believe we should. . . .

9. Provide opportunities for students to test their interests and aptitudes through paid or unpaid, actual or simulated work experience.. YES NO

10. Help students develop skills in career planning................ YES NO

11. Help students become aware of employment trends, and employer expectations.. YES NO

12. Prepare all youth for either immediate employment or continuing education.. YES NO

13. Help students learn how to get, hold, and advance on a job..... YES NO

14. Provide placement services for students upon exit from high school.. YES NO

HOW DO WE GET THERE?

To implement career education. . . .

1. I need to become familiar with the occupations that require knowledge of my subject(s)............................ YES NO
2. I need more exposure to occupations in local business, government, and industry.................................... YES NO
3. I need to know what other district teachers are doing in career education at my grade level or in my discipline..... YES NO
4. I need to develop career education learning activities .... YES NO
5. I need concrete examples of how I can integrate career education into my curriculum................................ YES NO
6. I need to learn to develop better exploratory work experiences.. YES NO
7. I need to learn techniques for developing local resource materials for career education............................. YES NO
8. I need techniques for helping students develop career decision-making skills.................................... YES NO
9. I need to redefine my philosophy of education to include career education or any other societal crisis................. YES NO

PLEASE LIST ADDITIONAL NEEDS, SUGGESTIONS, AND COMMENTS.

NAME________________________________DISTRICT SCHOOL________________________

NCTI CAREER EDUCATION WORKSHOP

CAREER EDUCATION OPINIONNAIRE

Numbers in ( ) indicate the number of participants who marked that reply:

1. Which of the following best describes your present role in education?

(16) a. Teacher of academic subject
(9) b. Teacher of vocational subject
(3) c. Guidance counselor
(1) d. Administrator
(1) e. Other: (Describe: ______________________________)

2. Which of the following best describes the grade level of students with whom you work or have responsibility?

(11) a. K-6
(4) b. 7-9
(14) c. 10-12
d. Post High School - Adults
(4) e. Other: (Describe: ______________________________)

3. How many total years of experience in education (e.g. teacher, counselor, and/or administrator) have you had?

(9) a. 0-3
(11) b. 4-10
(11) c. 11 or more

4. How many years of experience have you had working on jobs outside of education?

(9) a. None - less than one year
(9) b. One - two years
(6) c. Three - five years
(5) d. Six - ten years
(1) e. Ten or more years

5. Please indicate your highest degree attained.

a. Associate degree or less than a baccalaureate degree
(22) b. Baccalaureate
(8) c. Master's
d. Specialist
e. Doctorate

6. In my classroom I make use of the sixteen career development concepts in the Wisconsin K-12 Guide For Integrating Career Development Into Local Curriculum.

(3) a. Strongly agree
(5) b. Agree
(1) c. Disagree
(1) d. Strongly disagree
(19) e. Am not familiar with the Wisconsin Guide

7. In the last six weeks I have mentioned ______ different jobs in my class.

(18) a. Less than five
(3) b. 6-10
(2) c. 11-15
(4) d. More than fifteen

8. All students should learn how to get, hold, and advance on a job as part of their school experience.

(18) a. Strongly agree
(11) b. Agree
(1) c. Disagree
d. Strongly disagree

9. In the last six weeks I have mentioned jobs from ______ of the United States of Education clusters.

(12) a. Less than five
b. Less than ten
c. Less than fifteen
(2) d. All fifteen
(14) e. I am not that familiar with USOE clusters

10. Local resource materials for career education are a vital part of the classroom curriculum.

(16) a. Strongly agree
(12) b. Agree
(1) c. Disagree
(1) d. Strongly disagree

11. In preparing my class lesson plans for the last two weeks I deliberately included career education content in the presentations for _____ days' lessons.

(21) a. Zero
(2) b. 1-2
c. 3-4
(2) d. 5 or more

12. By relating educational experiences to the world around them, students are motivated to achieve better in all their subjects.

(15) a. Strongly agree
(5) b. Agree
(1) c. Disagree
d. Strongly disagree

13. This last semester I have used innovations about which I learned from colleagues or publications _____ times in teaching the concept of career education.

(13) a. Zero
(9) b. 1-2
(1) c. 3-4
(5) d. 5 or more

14. Students should develop an appreciation for the importance of all the different kinds of work that people perform.

(19) a. Strongly agree
(11) b. Agree
c. Disagree
d. Strongly disagree

15. In the last two weeks I have come across _____ job descriptions of one sort or another which might be useful in a career education program.

(19) a. Zero
(6) b. 1-2
(1) c. 3-4
d. 6 or more

16. Students should be provided with opportunities to develop their abilities through actual and/or simulated work experience.

(15) a. Strongly agree
(14) b. Agree
(1) c. Disagree
d. Strongly disagree

17. In the last two weeks I have discussed or mentioned our Career Education program _____ times at lunch, over lunch, or in similiar informal discussions.

(18) a. Zero
(7) b. 1-2
(2) c. 3-4
(3) d. 5 or more

18. Instructional activities in the classroom enable students to develop discriminating information gathering skills as an aid to career planning.

(12) a. Strongly agree
(17) b. Agree
(1) c. Disagree
d. Strongly disagree

19. The best informal source I use for materials related to career education is:

(9) a. Newspapers
(9) b. Magazines
(3) c. Television
(11) d. None of these
(1) e. Other

20. Students should become aware of employment trends as part of their school instructional program.

(17) a. Strongly agree
(14) b. Agree
c. Disagree
d. Strongly disagree

21. The number of formal talks and/or presentations I have attended on career education this school year is:

(23) a. 0-1
(5) b. 2-3
(2) c. 4-5
d. 6 or more

22. Teachers should prepare their own local resource materials for career education.

(4) a. Strongly agree (1) e. Other
(20) b. Agree
(8) c. Disagree
(1) d. Strongly disagree

23. In talking with members of your administrative staff, career education in one form of another has come up at least _____ times in the last two weeks.

(16) a. Zero
(9) b. 1-2
(5) c. 3-4
(1) d. 5 or more

24. Industry and business must assume a high level of responsibility in assisting schools in providing for the educational and occupational training of youth.

(12) a. Strongly agree
(21) b. Agree
(2) c. Disagree
d. Strongly disagree

25. Every high school graduate, regardless of future educational intentions, should have been exposed to the world of work as part of his/her high school curriculum.

(16) a. Strongly agree
(14) b. Agree
c. Disagree
d. Strongly disagree

26. A student's career choice will have a direct affect on his future life style.

(19) a. Strongly agree
(11) b. Agree
c. Disagree
d. Strongly disagree

27. In talking with the members of your instructional staff, career education in one form or another has come up at least _____ times in the last two weeks.

(16) a. Zero
(11) b. 1-2
(3) c. 3-4
d. 5 or more

28. Career education is another name for vocational education.

(2) a. Strongly agree
(9) b. Agree
(10) c. Disagree
(7) d. Strongly disagree
(1) e. I have no opinion

29. Which of the following T.V. programs would you give up to attend a career education related evening meeting one night a month?

(14) a. Monday night football
(5) b. All In The Family
(1) c. The ABC/CBS/NBC Evening News
(10) d. All of them
(2) e. None of them

30. Students should be made aware of employer expectations as part of their school program.

(15) a. Strongly agree
(15) b. Agree
c. Disagree
d. Strongly disagree

31. In talking with the members of your guidance staff, career education in one form or another has come up at least _____ times in the last two weeks.

(22) a. Zero
(5) b. 1-2
(3) c. 3-4
d. 5 or more

32. The classroom teacher should help students assess their interests, aptitudes, personal needs and values as an aid to career planning.

(16) a. Strongly agree
(13) b. Agree
(1) c. Disagree
d. Strongly disagree

33. This last semester I have gone outside of school on _____ field trips or similar visits to learn about more careers and job tasks.

(15) a. Zero
(8) b. 1-2
(3) c. 3-4
(4) d. 5 or more

34. As a result of the classroom instruction, students learn which occupations require the knowledge and skills of that particular subject area being taught.

(7) a. Strongly agree
(18) b. Agree
(5) c. Disagree
d. Strongly disagree

35. Students should be encouraged to make tentative occupational choices while in school.

(3) a. Strongly agree
(21) b. Agree
(5) c. Disagree
d. Strongly disagree
(1) e. Other

36. As a result of classroom activities, students will learn to appreciate the personal, social, and economic significance of work.

(8) a. Strongly agree
(19) b. Agree
(3) c. Disagree
d. Strongly disagree

37. Career education is for all students, including those who go on to further education.

(13) a. Strongly agree
(17) b. Agree
c. Disagree
d. Strongly disagree

38. Public schools should provide job placement services for youth during their school years and when they exit school for employment.

(13) a. Strongly agree
(17) b. Agree
(9) c. Disagree
d. Strongly disagree

39. Students should become aware of the many occupational options open to them.

(16) a. Strongly agree
(14) b. Agree
c. Disagree
d. Strongly disagree

40. All students should leave high school with a suitable and saleable skill that will ensure their employability.

(2) a. Strongly agree
(20) b. Agree
(7) c. Disagree
(1) d. Strongly disagree

North Central Technical Institute
Career Education Project

REACTION FORM

Session: ______________________________ Date: ____________________

1. Indicate your evaluation of session content by rating each item below:

	Superior	Good	Average	Below Average	Poor
Met your expectations					
Related to your needs					
Material relevant and reflect current ideas					
Materials organized					
Interesting					

2. The parts of this session I like most were:

3. The parts of this session I liked least were:

4. For the future, I would suggest:

5. During this session I learned the following about myself and others:

6. In general, I would rate this session:

Excellent	Good	Fair	So-so	Not so hot

7. Other comments: ____

____

____

____

____

North Central Technical Institute
Career Education

Rathus Assertiveness Scale*

Directions: Indicate how characteristic or descriptive each of the following statements is of you by using the code given below.

+3 very characteristic of me, extremely descriptive
+2 rather characteristic of me, quite descriptive
+1 somewhat characteristic of me, slightly descriptive
-1 somewhat uncharacteristic of me, slightly nondescriptive
-2 rather uncharacteristic of me, quite nondescriptive
-3 very uncharacteristic of me, extremely nondescriptive

_____ 1. Most people seem to be more aggressive and assertive than I am.

_____ 2. I have hesitated to make or accept dates because of shyness.

_____ 3. When the food served at a restaurant is not done to my satisfaction, I complain about it to the waiter or waitress.

_____ 4. I am careful to avoid hurting other people's feelings, even when I feel that I have been injured.

_____ 5. If a salesman has gone to considerable trouble to show me merchandise which is not quite suitable, I have a difficult time in saying "No."

_____ 6. When I am asked to do something, I insist upon knowing why.

_____ 7. There are times when I look for a good, vigorous argument.

_____ 8. I strive to get ahead as well as most people in my position.

_____ 9. To be honest, people often take advantage of me.

_____ 10. I enjoy starting conversations with new acquaintances and strangers.

_____ 11. I often don't know what to say to attractive persons of the opposite sex.

_____ 12. I will hesitate to make phone calls to business establishments and institutions.

_____ 13. I would rather apply for a job or for admission to a college by writing letters than by going through with personal interviews.

_____ 14. I find it embarrassing to return merchandise.

_____ 15. If a close and respected relative were annoying me, I would smother my feelings rather than express my annoyance.

_____ 16. I have avoided asking questions for fear of sounding stupid.

_____ 17. During an argument, I am sometimes afraid that I will get so upset that I will shake all over.

_____ 18. If a famed and respected lecturer makes a statement which I think is incorrect, I will have the audience hear my point of view as well.

_____ 19. I avoid arguing over prices with clerks and salesmen.

_____ 20. When I have done something important or worthwhile, I manage to let others know about it.

_____ 21. I am open and frank about my feelings.

_____ 22. If someone has been spreading false and bad stories about me, I see him (her) as soon as possible to "have a talk" about it.

_____ 23. I often have a hard time saying "No."

_____ 24. I tend to bottle up my emotions rather than make a scene.

_____ 25. I complain about poor service in a restaurant and elsewhere.

_____ 26. When I am given a compliment, I sometimes just don't know what to say.

_____ 27. If a couple near me in a theater or at a lecture were conversing rather loudly, I would ask them to be quiet or to take their conversation elsewhere.

_____ 28. Anyone attempting to push ahead of me in a line is in for a good battle.

_____ 29. I am quick to express an opinion.

_____ 30. There are times when I just can't say anything.

---

*Rathus, Spencer A., "A 30-Item Schedule of Assessing Assertive Behavior" Behavior Therapy, (1973) 4, 398-406

North Central Technical Institute
Career Education

"Life/Work Planning"

Instructions:

a) Circle one number on each continuum where you presently are in your life for each statement.

b) Place an (X) on the number on each continuum where you would like to be, say, one year from now.

1) In general, I feel the following way about my career and/or career plans:

Exceptionally Good | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Exceptionally Poor

2) In general, I feel the following way about my total life-style:

Lousy | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Super

3) The "handle" I have on my "Personal Values" could best be summarized as follows:

Unclear &/or Confused | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Clear and/or definite

4) My outlook on life is usually:

Positive | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Negative

5) The confidence I have in myself is:

Exceptionally Poor | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Exceptionally Good

6) In Decision-Making situations I am usually:

Comfortable and/or Definite | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Uncomfortable and/or Wishy - Washy

7) How do you feel about the following statement? "A Smile Increases Your Face Value!"

I feel like smiling | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Something else

8) That which is most in control of your life is:

You |9|8|7|6|5|4|3|2|1| ________________
(Fill In)

9) When I enter a room-full of people, the glances thay cast my way cause me to feel:

Not so Hot |1|2|3|4|5|6|7|8|9| Proud

10) In general, I tend to be:

Security Conscious and/or Cautious |1|2|3|4|5|6|7|8|9| Willing to Risk (Take chances)

11) The majority of my time is spent:

Constructively |9|8|7|6|5|4|3|2|1| Regretting and/or wasting

12) Usually I run my life the following way:

According to what I want |9|8|7|6|5|4|3|2|1| According to what others want

13) In these sessions I would like assistance in the following areas:

____

____

____

____

14) Please list what you consider to be your top three strengths:

a) ____

b) ____

c) ____

15) Your Social Security Number: ____________________

Location: ____________________ Date: ______________

Thank you!

Roger Zerrenner
Career Education Consultant

EVALUATION OF SLIDE PRESENTATIONS

Please complete this information and return with slide presentation:

Name________________________________School________________________

Subject______________________Number of students who viewed the unit______

What career exploration slide presentation was used?______________________

____

Overall, the slide presentation was: (please ✓)

Very good___|___|___|___|___|___Poor

How was it used?____

Was the career exploration unit:

Easy to understand?____

Length alright?____

Terminology easy to understand?_________________________________

Any other comments:____

____

____

EVALUATION OF CAREER EDUCATION MATERIALS

1. ______________________________ ______________________________
Name School

2. Material (Identify)

3. Evaluation of:

   A. Instructions (e.g. instructions with kits, manuals, etc.)

   B. Activities/Materials (Specify amount and type)

   C. Student Responses (Identify typical responses)

   D. How were materials integrated into the regular curriculum ?

4. Amount of time that the activities were used?

5. Other practical uses stemming from use of materials (Identify)

   A. Other related teaching ideas

   B. Other related teaching materials that may be developed

North Central Technical Institute
Career Education

Summer, 1975

Evaluation of "Medford Area Resources Guide"

Note: Since we are a Federally Funded Career Education Project we are constantly searching (and being asked to search) for input in terms of evaluation. We would appreciate your taking a few moments to fill out this form. We will also want to ask you to fill one out again at the end of the approaching school year. Thank you for your cooperation.

Roger Zerrenner
Career Education Consultant

Instructions:

a) Place an (O) on the continuums where you presently are in your teaching role.

b) Place an (X) on the continuums where you would like to be at the end of the approaching school year.

c) Check off or fill in the other items as they apply to you.

1) Up until the present time how would you evaluate your knowledge of Career Education?

Highly Satisfactory	9	8	7	6	5	4	3	2	1	Unsatisfactory

2) How would you evaluate your implementation of Career Education?

Inadequate	1	2	3	4	5	6	7	8	9	Highly satisfactory

3) Up until the present time, how would you evaluate your knowledge of the businesses (employers) in the Medford area?

Very limited	1	2	3	4	5	6	7	8	9	Very good

4) How would you evaluate your use of Community Services/Resources up until the present time?

Excellent	9	8	7	6	5	4	3	2	1	Very poor

5) Please check any and all items below that apply concerning your impressions of the "Medford Area Resources Guide":

_____ Useful

_____ Easy to use

_____ Complete

_____ Incomplete

_____ Difficult to use

_____ Practical for your use

_____ Related to Career Education

_____ Does not relate to Career Ed.

6) Please list any and all ideas you might have concerning how the "Medford Area Resources Guide" might be used by yourself and/or others:

____

____

____

7) Please list any and all suggestions as to how this guide might be revised to better serve your needs:

____

____

____

____

8) Please list any and all suggestions as to how Medford area agencies, businesses, etc., might become even more valuable resources for you and your students:

____

____

____

____

9) Your Social Security Number: ____________________

School: ____________________ Grade Level: __________

Subject taught (Optional): ____________________

____

CAREER AWARENESS AND EXPLORATION ACTIVITIES

Teacher ______________________ Date ______________________

School ______________________ Grade ______________ Total # of Students ______________

F-21

OUTCOMES	Teachers Responses		ACTIVITY	COMMENTS
	Yes	No		
1. AGRI-BUSINESS AND NATURAL RESOURCES				
2. BUSINESS AND OFFICE				
3. COMMUNICATION AND MEDIA				
4. CONSTRUCTION				
5. CONSUMER AND HOMEMAKING EDUCATION				
6. ENVIRONMENT				
7. FINE ARTS AND HUMANITIES				

(over)

CAREER AWARENESS AND ACTIVITIES

OUTCOMES	Teachers Responses		ACTIVITY	COMMENTS
	Yes	No		
8. HEALTH				
9. HOSPITALITY AND RECREATION				
10. MARKETING AND DISTRIBUTION				
11. MARINE SCIENCE				
12. MANUFACTURING				
13. PERSONAL SERVICE				
14. PUBLIC SERVICE				
15. TRANSPORTATION				

F-22

GRADE THREE

Teacher____________________ Date____________________

School____________________ Total # of Students____________________

OUTCOME QUESTIONS	# of Students		Activities	Materials	COMMENTS
	Yes	No			
I. Increased Self-Awareness A. Have students increased their ability to describe their own current abilities and limitations?					
B. Have students increased their ability to describe their own current interests and values?					
C. Do students display more positive attitudes toward themselves?					
D. Have students increased their recognition that social, economic, educational, and cultural forces influence their development?					
II. Increased Basic Academic/ Vocational Skills A. Have students increased their level of generally useful numerical skills?					
B. Have students increased their level of generally useful communication skills?					

F-23

(over)

GRADE THREE

Teacher ____________________ Date ____________________

School ____________________ Total # of Students ____________________

OUTCOME QUESTIONS	# of students		Activities	Materials	COMMENTS
	Yes	No			
III. Increased Desire to Engage in Paid and/or Unpaid Work A. Do students possess more positive attitudes toward paid and unpaid work?					
IV. Increased Awareness of and Knowledge About Work A. Have students increased their knowledge regarding the major duties and required abilities of different types of paid and unpaid work?					
B. Have students increased their knowledge of differences in work conditions and life styles associated with different types of paid and unpaid work?					
V. Increased Career Decision-Making Skills A. Have students increased their ability to relate their personal interests and values to types of paid and unpaid work and their associated life-styles?					

GRADE SIX

Teacher________________________________ Date____________________

School__________________________ Total # of Students____________________

OUTCOME QUESTIONS	# of students		Activities	Materials	COMMENTS
	Yes	No			
I. Increased Self-Awareness A. Have students increased their ability to describe their own current abilities and limitations?					
B. Have students increased their ability to describe their own current interests and values?					
C. Do students display more positive attitudes toward themselves?					
D. Have students increased their recognition that social, economic, educational, and cultural forces influence their development?					
II. Increased Basic Academic/ Vocational Skills A. Have students increased their level of generally useful numerical skills?					
B. Have students increased their level of generally useful communication skills?					

F-25

(over)

GRADE SIX

Teacher______________________________ Date____________________

School______________________________ Total # of Students____________________

OUTCOME QUESTIONS	# of students		Activities	Materials	COMMENTS
	Yes	No			
III. Increased Desire to Engage in Paid and/or Unpaid Work A. Do students possess more positive attitudes toward paid and unpaid work?					
IV. Increased Awareness of and Knowledge About Work A. Have students increased their knowledge regarding the major duties and required abilities of different types of paid and unpaid work?					
B. Have students increased their knowledge of differences in work conditions and life-styles associated with different types of paid and unpaid work?					
C. Have students increased their knowledge of the impact of social and technological change in paid and inpaid work?					
D. Have students increased their knowledge of the importent factors that affect work success and satisfaction?					

GRADE SIX

Teacher____________________ Date __________

School____________________ Total # Of Students__________

OUTCOME QUESTIONS	# of students Yes	 No	Activities	Materials	COMMENTS
V. Increased Career Decision-Making Skills A. Have students increased their ability to relate their personal interests and values to types of paid and unpaid work and their associated life-styles?					

F-27

CAREER EDUCATION ACTIVITIES SURVEY

During the past semester, how frequently did your class as a whole - - -

1. participate in preparing materials for bulletin boards, interest centers, or other displays about work or people at work?

2. listen to parents discuss their jobs or careers?

3. listen to outside speakers (other than parents) explain their jobs or careers?

4. go on field trips to learn about jobs and the places where people work?

5. examine tools, machinery, or other objects connected with work?

6. watch films, filmstrips, or slides about work or people at work?

7. listen to records or tapes about work or people at work?

8. read printed materials on careers and work?

9. write about careers and work?

10. discuss jobs and the places in which people work?

11. play games or engage in other similar activities (e.g. role playing and simulation) to learn about careers?

12. any other activity not listed above.

North Central Technical Institute
Career Education

Counseling Survey

Directions: Please answer each question as honestly as you can so that your answers accurately describe your experiences with the career education counselor.

1. What kind(s) of help were you seeking from the counselor?

_____ Career opportunities and career planning

_____ Educational and training opportunities counseling

_____ Help finding a job

_____ Personal and social counseling

_____ Financial or money counseling

_____ Other (please describe____
____)

2. How helpful was the counselor in exploring your problem or career concern?

_____ Very helpful

_____ Moderately helpful

_____ Slightly helpful

_____ Not helpful

3. Did you explore several alternatives to solving your problem or career concern during the counseling session?

_____ Yes, several career alternatives were discussed

_____ Discussed one solution

_____ Didn't talk about solution

4. Did the counseling session help you learn more about yourself (that is, your interests, talents, and needs)?

_____ Yes, definitely

_____ Yes, somewhat

_____ No

5. Do you think you will be able to make better career decisions as a result of talking with a counselor?

_____ Yes

_____ Maybe

_____ No

6. Have you made any career decisions as a result of your counseling session?

_____ Yes (please describe____

_____ No ____)

7. Do you think you will need additional help from the counselor?

_____ Yes (if yes, answer item #8)

_____ No (if no, answer item #9)

_____ Unsure

8. What kind(s) of help do you think you will need in the future?

_____ Career opportunities and career planning

_____ Educational and training opportunities counseling

_____ Help finding a job

_____ Personal and social counseling

_____ Financial or money counseling

_____ Other (please describe____)

9. Why do you think you won't need any more counseling?

_____ My problem is solved

_____ I feel more confident of abilities to solve problems by myself

_____ The counseling session wasn't very helpful

_____ Other ____

____

Thank you! Please return in the addressed, postpaid envelope provided.

NCTI - Career Education Project

Counseling Check - List

Name ____________________ Telephone ____________

Address ____________________________________

Age:
(1) ____ 18 or younger
(2) ____ 19 - 25
(3) ____ 26 - 35
(4) ____ 36 - 60
(5) ____ 61 or older

Sex:
(1) ____ Male
(2) ____ Female

Highest Level of Education:
(1) ____ Grade school
(2) ____ Some high school
(3) ____ Some college
(4) ____ College degree

Principal Reason for Referral:
(1) ____ Continuing education counseling
(2) ____ Career exploration counseling
(3) ____ Mid-career counseling
(4) ____ Self development counseling
(5) ____ Other ____________

Principal Counseling Session Outcome(s):
(1) ____ Enrolled in ABE
(2) ____ Enrolled in NCTI program
(3) ____ Will enroll in college program
(4) ____ Work evaluation
(5) ____ Explored career opportunities
(6) ____ Job Placement
(7) ____ Increased self-awareness or self-esteem
(8) ____ Improved coping or decision-making skills
(9) ____ Obtained financial aid
(10) ____ Other - Describe ____________
____
(11) ____ Referred to other resources of assistance
Sources: ____________
____

Referral Agent:
(1) ____ NCTI faculty or student services
(2) ____ Public school personnel
(3) ____ Employment office
(4) ____ Social service agency
(5) ____ Self
(6) ____ Other ____________
____

Notes:

North Central Technical Institute
Career Education Project

POTENTIAL SERVICES IN CAREER EDUCATION

Please indicate the type of assistance that you would prefer from the career education consultants at North Central Technical Institute. Please rank order the major categories according to first, second, third and fourth choice. Then rank order each of those items within each major category.

_____ Assistance in planning and conducting career education workshops and in-service programs K-12 in one or more of the following:

- ___ Development of career education activity units to integrate into the regular curriculum.
- ___ Planning and demonstration of "hands-on" activities to be used in the classroom.
- ___ Preparation of materials to be used in the classroom.
- ___ Planning, selection, or preparation of evaluative instruments for your career education program.
- ___ Other ____________________

_____ Assistance with career education materials:

- ___ Through bibliographies
- ___ Through demonstration
- ___ Through short-term loan of project materials
- ___ Through assistance in selection of career education materials
- ___ Other ____________________

_____ Assistance through career education classes for teachers on one of the following subjects:

- ___ Curriculum development in career education
- ___ Learning about yourself and others
- ___ Career opportunities for youth and adults (current trends, interviewing techniques, resources with career information, etc.)
- ___ Other ____________________

_____ Assistance in planning and implementing career education classes for the following:

- ___ For parent groups
- ___ For parent and student groups
- ___ Others ____________________

One of the objectives of our career education project is to assist adults in career development. We are attempting to find more ways to reach people to whom career counseling would be helpful. Please list any suggestions which you might have to reach these adults, such as through PTA talks or flyers.

(CE-8-74-100)

COMMUNITY SERVICES IN CAREER EDUCATION

INSTRUCTIONS: Please rank order the following services. In the first column under "Your Commitment" number the items with which you are willing to assist us. Under "Community Needs" please number the services as you see a need for them in the community. You need not mark each blank if you feel it is not appropriate to your situation.

Your Commitment	Community Needs	
__	__	Holding informal groups for parents of undecided high school seniors (without students)
__	__	Holding informal groups for parents of undecided high school seniors (with students)
__	__	Being available in the community (other than school buildings) for short periods of time to distribute career information.
__	__	Placing career education materials on display in strategic locations in the community.
__	__	Serving as a link between NCTI and the community in setting up courses for high school credit.
__	__	Offering courses in career education to include the following areas: self-awareness, value clarification, decision-making skills, career development, and employment trends.
__	__	Being available to act as a resource person in career education in evening school programs.
__	__	Being available to conduct programs or to explain our career education program to civic, fraternal, and educational groups.

___ ___ Assisting in establishing an area resource guide similar to the one completed for the Wausau area.

___ ___ Working with local business and industry to acquire Concise Handbook of Occupations for high school students.

___ ___ Assisting in identifying and working with high school dropouts. Please offer suggestions: ______________________________

____

____

____

___ ___ Other: ____________________________________

____

____

____

Third party evaluation report of career education for persons in rural areas

primary focus on adults 16 and over

July 1976

exemplary project in vocational education
conducted by North Central Technical Institute ,
Part D of Public Law 90 - 576

Center for Studies in Vocational and Technical Education
University of Wisconsin - Madison

Third party evaluation report
# of career education for persons in rural areas
primary focus on adults 16 and over

July 1976

exemplary project in vocational education
Part D of Public Law 90-576

North Central Technical Institute
1000 Schofield Avenue
Wausau, Wisconsin 54401

project no. F5005VW; grant no. OEG-0-73-5292

Henry C. Ahrnsbrak
James W. Augustin
Merle E. Strong

Center for Studies in Vocational and Technical Education
University of Wisconsin-Madison

TABLE OF CONTENTS

Page

Preface 1

Chapter I

Introduction 1
Career Education at the State and Local Level 1
Purpose of the Project 2
The Demographic Setting of the Project 4
Project Personnel 7
Schools 7
Services for Adults 8

Chapter II

Services to Adults 10
Counseling Individuals 10
Counseling Adults for High School Graduation 13
Disadvantaged Persons 13
High School Dropouts 16
Youth in Need of Work Experience 18
Women 19

Chapter III

Coordination of Efforts with Other Agencies and Promotion 21
Cooperation and Coordination with Agencies 21
Promoting Career Education 22
Promotion with the Schools 23
Dissemination of Information to Professionals 24

Chapter IV

Schools K-12 25
Services to the Schools 25
Career Education at NCTI 27
Articulation 27
Reorganization of Services to the Schools 28
Cluster or Contact Schools 28
Pilot Schools 29
Continuing Responsibility for Career Education in the NCTI District 31
What Has Happened to the Students in the Classroom? 32
Career Education Cognitive Questionnaire 33
Self Observation Scales 36
Assessment of Career Development 39
Discussion 44

Chapter V

Observations 46
Recommendations 48

Appendix A

PREFACE

This report repesents the third party final evaluation of "Career Education for Persons in Rural Areas, Primary Focus on Adults 16 and Over," an exemplary project in career education conducted by the North Central Technical Institute Wausau, Wisconsin, under Part D of Public Law 90-576. The Draft Guidelines for the Evaluation of Career Education Programs submitted to the U.S. Office of Education by Development Associates, Incorporated, Washington, D.C. were used as the basis for this evaluation.

Evaluation services were provided under a contract with the Center for Studies in Vocational and Technical Education, University of Wisconsin-Madison.

The evaluation was carried on by Henry C. Ahrnsbrak, Professor Emeritus, Department of Educational Administration, Project Consultant under the direction of Merle E. Strong, Director, Center for Studies in Vocational and Technical Education and James Augustin, Specialist, Center for Studies in Vocational and Technical Education.

The breadth of this kind of project is readily apparent. However, the expertise and time for planning and execution, the effort required to obtain satisfactory cooperation of all involved persons, and the formulation of the evaluation conceptual framework and mechanisms required for the project are sobering experiences. The exemplary project provided opportunities for the staff to deal with a broad spectrum of persons with diverse needs ranging from the rural disadvantaged adult to the heterogeneous membership in the public schools, grades K-12.

The project staff attempted to reach as many persons as possible through the use of the media and by means of personal contact. This effort at informing the public and assisting them with their career education needs resulted in cooperative work with agencies which were well established and had a clientele to refer to the project staff.

The staff members were well accepted by school administrators and faculty members. In spite of this acceptance the staff found themselves not working through the school organizational structure, but personally assisting individual cooperative teachers with their diverse career education infusion problems as well as with students and their parents.

In a few schools, the administrators and faculty comprehended early the significance of career education and organized their efforts systemwide. As a result, these administrators and faculty members used the project staff members more efficiently and effectively. As a consequence, the project staff organized their services to two categories of schools. Four schools known as pilot schools were visited weekly. The remainder were organized as "cluster" or contact schools. There were four "clusters" of schools which the project staff serviced through monthly meetings with representatives from each of the member schools.

This report is an effort to evaluate the efforts and outcomes of the project staff as they relate to the purposes of the project. Other functions were performed by the project staff but they were largely ancillary to the main objective of orientation to and implementation of career education. Such ancillary functions include work on publicity and the dissemination of information about the project.

The evaluators wish to express their appreciation to the project staff for their cooperation in the evaluation process. Special appreciation is extended to those who served during the last two years, when their activities intensified. The intensification resulted from a growing awareness on the part of the cooperating agencies and schools concerning the implemenation of career education and the need for evaluation of their progress.

Merle E. Strong

CHAPTER I

Introduction

This introductory chapter of the report attempts to set forth the broad setting in which this exemplary project was carried on. The exemplary project proposal was developed by Dr. Russell Paulson, Director for Research and Development at the North Central Technical Institute and the project was directed by him. At the state level the technical institutes are responsible to the State Board of Vocational, Technical and Adult Education. The exemplary project attempted to deal with adult groups on a district-wide basis.

The Technical Institute District contains 23 public school districts and a number of church related schools. Also within the Technical Institute District are two intermediate districts known as Cooperative Education Service Agencies. A coordinator for career education in the State Department of Public Instruction coordinates the career education activities among the schools of the state.

This introductory chapter is divided into the following sections: state and local responsibility for career education, purpose of the project, the project in its demographic setting, and the organization and administration of the project.

Career Education at the State and Local Level

The Department of Public Instruction employs a consultant for career education who provides services to the local public schools and the nineteen intermediate districts known as Cooperative Educational Service Agencies (CESA's). These agencies have their own governing boards and employ an executive director and staff. Two of them are entirely within District 15, where North Central Technical Institute is located.

410

Theoretically, these CESA districts are responsible for their own career education programs. At the same time, district 15 encompasses 23 public school districts a few church related schools and four CESA's. A total of 26,897 public elementary school pupils and 18,538 public high school students are located in the district. All of the public and private schools were invited to join the present career education project. CESA staffs participated in many of the project staff's committee deliberations. This indicates the project's significant influence on the CESAs.

Purpose of the Project

The purpose of the project was to provide career education to the adult population (including youth 16 years of age and over) in school and out of school, in the area served by the North Central Vocational, Technical and Adult Education District. Particular emphasis was placed on meeting the needs of the small communities and rural areas. This original purpose was modified as a result of the following memo for fiscal 1973 excerpted from the Department of Health, Education and Welfare, Office of Education, Policy Paper AVTE-X72-10:

Focus for fiscal Year 1973: In order to achieve maximum impact the funds available for fiscal 1973 will be focused on projects which include a strong guidance and counseling emphasis and which combine, in one operational setting, all of the following components:

1. Programs designed to increase the self-awareness of each student favorable attitudes about the personal, social and economic significance of work, and to assist each student in developing and practicing appropriate career decision-making skills.

2. Programs at the elementary school level designed to increase the career awareness of students in terms of the broad range of options open to them in the world of work.

3. Programs at the junior high or middle school level designed to provide career orientation and meaningful exploratory experience for students.

4. Programs at grade levels 10 through 14, designed to provide job preparation in a wide variety of occupational areas, with special emphasis on the utilization of work experience and cooperative education opportunities for all students.

5. Programs designed to insure the placement of all exiting students in either (a) a job, (b) a post-secondary occupational program or (c) a baccalaureate program.

The memo of August 1972 and the project's purpose statement provide an insight into the inclusion of the elementary school, junior high school or middle school as well as high school populations in the proposal.

The objectives of the proposal under consideration are as follows:

1. To increase career education activities to those persons 16 years old and older for those persons

    a. Presently in high school, public and private
    b. Presently unemployed
    c. Presently employed

2. To develop career awareness materials.

3. To expand career awareness programs at the K-6 grade level.

4. To expand to junior or middle school an awareness of the world of work.

5. To expand career education activities to small rural high schools where a high percentage of the student bodies are from disadvantaged or low-income families.

6. To provide career awareness programs for the parents of high school seniors who in the fall semester are undecided as to immediate career objectives.

7. To provide summer career exploration activities to those youth presently 16 years old or over who are in high school or work experience programs.

8. To provide counseling services and career information for the mature woman who wished to re-enter the labor market.

9. To expand career awareness, career exploration and career preparation activities to Vietnam veterans.

10. To expand the articulation of curriculum development in career preparation as depicted in the career educational model between high school vocational programs and post-secondary vocational-technical education programs in at least 4 programs in the first year.

11. To expand career awareness and career counseling services to those persons 16 years old and older who are:

    a. in high school
    b. post-secondary vocational preparatory programs
    c. to at least 10% of those persons presently unemployed who are registered with the Wausau office of the Wisconsin State Employment Service
    d. to at least 2,000 adults presently employed
    e. to women who desire to prepare to re-enter the labor market
    f. to American Indians
    g. to rural disadvantaged whites

12. To identify and disseminate employment openings information within the district, and where feasible, within the state.

13. To provide information on post-secondary vocational, technical program openings to high schools within the district.

14. To expand part-time career preparation opportunities for those persons over 16 years of age by 4 new courses per year (2 per semester) to serve approximately 50-60 persons.

Career education concepts of self-awareness, career awareness, career exploration, career decision-making, and career preparation were incorporated into the project in that they were used as criteria in determining the needs of the individual and as guides to curriculum development.

The Demographic Setting of the Project

A general population of 190,000 persons as of the 1970 census is involved in this project.

The characteristics of the population as listed in the proposal are as follows:

Total population - 190,000
Minorities - 3,743 or 2 percent
Rural inhabitants - 58 percent
Male population - 49.6 percent
Female population - 50.4 percent
Employed persons - 123,300
Women over 16 years of age - 39 percent in the labor market
Non-farm and salary jobs - 80 percent
Unemployed - 8,290 persons or 6.3 percent

Families with incomes less than $3,800 - 9.1 percent

Aid to families with dependent children - 1,765 families

Additional 395 children in foster homes and licensed child care institutions

Indians (see minorities above) living within or adjacent to reservations - 2,173

persons 16 years and over in the labor force - 409 employed, 369 considered unemployed of which 107 were seeking work

persons 16 years and over not in the labor force because they were students, physically or mentally disabled, retired or institutionalized, housewives or women for whom no child care substitutes were available - 329 persons

Table I shows the distribution of elementary school and high school students among the school districts in the North Central Technical Institute District. The higher percentage of small school districts is readily apparent. The largest concentration of population is centrally located at and around Wausau with a population of about 60,000 including the suburban area.

TABLE I
Enrollments of Elementary School Students K-8 and High School Students 9-12 in the Public Schools Located in the North Central Technical Institute District

Enrollments	No. of K-8	No. of 9-12
less than 299		7
300-499	6	6
500-699	7	3
700-899	2	1
900-1099	1	
1100-1299	2	1
1300-1499		1
1500-1699	1	2
1700-1899		
1900-2099		
2100-2299		
2300-2499	1	
2500-2699	1	
2700-2899		1
2900-3099	1	
Over-3300	1	1
Number of Schools	23	23

Table II further illustrates the rural character of the population in the school districts encompassed in the North Central Technical Institute District. The 23 cities and villages of the district are listed in rank order according to the 1970 U.S. Census.

TABLE II

City and Village Populations Encompassed in the North Central Technical Institute District by Rank According to the 1970 U.S. Census

City or Village	Population	City or Village	Population
Bowler	272	Spencer	1,181
White Lake	309	Marathon	1,214
Rosholt	466	Stratford	1,239
Prentice	519	Abbotsford	1,375
*Birnamwood	632	Phillips	1,511
Rib Lake	782	Mosinee	2,395
Tigerton	742	+Schofield	2,577
Athens	856	Park Falls	2,953
*Wittenberg	895	+Rothschild	3,141
Edgar	928	Medford	3,454
Loyal	1,126	Antigo	9,005
Colby	1,178	Merrill	9,502
		Wausau	32,806

*One school district
+One school district

At the time of the 1970 U.S. Census, 22 cities and villages had populations ranging from 272 to 9,502. Only 2 cities had populations in the 9,000+ bracket. Only one city had a population of 32,806.

Educational resources are limited in many of the districts and community resources for occupational resources are especially limited. Consequently, the opportunities for service by the project staff members to these many schools were obvious to them. It is understandable that teachers and administrators expressed deep appreciation for the services of the project staff members during a recent tour of some of the schools. At one of the schools in the 9,000 population bracket visited recently, the assistant superintendent for instruction was most appreciative of the project staff's services.

Project Personnel

The Administrator for Research and Development at the North Central Technical Institute directed the project generally with the help of a part-time project staff member until an associate director was identified. The day-to-day administration of the project was the responsibility of the associate director, who had been a career education specialist. Two full time members had guidance and elementary school experience. One part time staff member had a guidance and counseling background. One staff member had a special education and social work background. The staff was well qualified, motivated and enthusiastic. Since the project is located in central Wisconsin, where talented staff are less readily available, the director was fortunate to continue to maintain a qualified staff.

The rural character of the population and the many small communities in the NCTI district led the project director to deploy the five members of the project staff on a regional basis during the first year.

Schools

For the first year the project staff members visited 23 schools in the NCTI district to introduce career education. In the second year, all project staff members were located at the central office. It was decided, with the recommendation of the second year evaluators, that staff be centralized and that the number of schools assigned to each project consultant be reduced. It was further agreed that the number of groups to be served also be reduced in order to meet the goals and outcomes of the project more specifically.

These recommendations, to reduce the number of schools to be visited, although readily accepted by the project consultants, raised problems with the schools which might be dropped. Four schools were chosen for weekly visits from consultants. The remaining schools were organized into "clusters". The "cluster" school administrators were asked to select representatives to attend monthly meetings and serve as liaison between the project staff and the respective school faculties and administrators. Each school representative had input concerning problems and developments and also received information for expansion of career education in his/her respective schools. It helped establish good future relations between the schools and NCTI and helped avoid creating a negative attitude toward voluntary participation in federally funded projects.

The reduction of visits to most of the schools underscored what many of the school personnel had feared from the start. Many felt from the beginning that this was another federal project to get something started and then discontinued. Consequently, the project staff members often were queried about what would happen after the termination of the project.

The evauluator attended four "cluster" group meetings this year. The representatives of the "cluster" schools were polled at each meeting to determine the needs of their respective schools. Their recommendations served as the basis for the succeeding agenda.

Services for Adults

The original proposal was intended as a broad and comprehensive effort at bringing career education to adults 16 years and over in or out of school. The expectations were to:

1. Provide counseling services and career information for mature women who wished to re-enter the labor market.
2. Expand career awareness, exploration and preparation for Vietnam veterans.
3. Expand career awareness and counseling services, among others, to:
    a. at least 10% of those persons presently unemployed who were registered with the Wausau office of the Wisconsin Employment Service;

    b. at least 2,000 adults presently employed;
    c. to women who desire to prepare to re-enter the labor market;
    d. American Indians; and
    e. rural disadvantaged whites.

4. Identify and disseminate employment opening information within the district and where possible, within the state.
5. Expand part-time career preparation opportunities for those persons over 16 years of age by 4 new courses per year (2 per semester) to approximately 50-60 persons.

These populations were approached in several wavs. One involved having public and private service agencies recommend individuals to the project staff. The other involved providing services to persons who came voluntarily, particularly to those who came to evening classes at NCTI. Despite an extensive media campaign conducted by the staff, only a small percentage of individuals participated. Those who should have participated and did not may well have been the disadvantaged, who are difficult to reach. These individuals would have to be contacted on an individual basis with the help of the public and private social welfare agencies and served with special programs. To accomplish anything with this class of citizens would require a project which was less dependent on volunteerism. American Indians constituted a relatively small group of those affected by this project.

Women other than those who sought employment information constituted at least three groups. One group of women receiving aid to dependent children was willing to attend such classes as the Tuesday Morning Mothers Group at the Y.W.C.A. Another group was interested in cultural or civic development. Women interested in assertiveness training constituted another group. Indians in this district were served by two other projects.

CHAPTER II

Services to Adults

This section deals with the career development assistance offered to the project staff to persons 16 years old and older. Specifically, the populations served include the unemployed, underemployed, employed, high school dropouts, women, American Indians and rural disadvantaged. Actually, Vietnamese and Russians appeared in sufficiently large enough numbers to warrant the formation of adult basic education classes (ABE) and classes in English as a second language (ESL).

As indicated, the project staff for career awareness development and career counseling services anticipated that their clientele would come from 2,000 adults presently employed and 10 percent of those presently unemployed who were registered with the Wausau office of the Wisconsin State Employment Service. Persons in these categories were expected to take advantage of the services of the project when they came to evening classes at NCTI. During the period of September 1, 1974 through June 30, 1975, the number of persons reached by the project staff was 307,824 persons. A total of 1,906 adults were reached as a result of group meetings and appointments during the same period.

These data indicate the staff's efforts at publicity and promotion. Despite these efforts at communicating with the public, the most productive sources for persons in need of career education assistance were the public and private agencies. The staff made periodic appeals to these agencies for referrals.

Counseling Individuals

During the first thirty months of the project, 86 individuals came for career counseling as referrals. The information in Table III is illustrative of the types of persons counseled and the counseling provided for the period of January 1, 1976 through March 31, 1976. The terms used in the table, including Intake Interview, Initial Interview, Developmental Interview and Follow-Up, are defined as follows:

Intake Interview-Collection of baseline information and eligibility determination

Initial Interview-Information gathering and rapport building

Developmental Interview-Specifying and clarifying client's expectations
-Identifying and investigating occupations
-Relating information about self to occupational possibilities
-Identifying and exploring education training resources
-Specify client's expectations
-Clarify meaning of work history, educational experiences, etc.
-Construction of plan to achieve career goal
-Implement plan and solve problems relating to it.

Follow-Up-Pursuing initial effort with supplementary action

In view of the short time remaining of the project period and the time remaining for actual carrying out of counseling recommendations, the follow-up consisted largely of finding out what the counselee did immediately after the interview.

Table IV

A Representative Group of Those Students Referred to Project Staff, Age, Types of Counseling Received and Outcomes for January 1, 1976 through March 31, 1976.

Sex	Age	Type of Counseling	Outcome
Female	35	Developmental	Full time student at NCTI - clerk, typist - financial aid provided
Female	30	Developmental	Part-time student at NCTI - Accounting and typing - continued academic counseling
Female	26	Developmental	Continued ABE - Explored volunteer outlets
Male	20	Developmental	Academic counseling - future skilled training explored

Table IV (Continued)

Sex	Age	Type of Counseling	Outcome
Female	18	Developmental	Post G.E.D. planning- university admission
Female	18	Developmental	G.E.D. Counseling - post-secondary schooling explored
Female	27	Developmental	Part-time NCTI student, typing
Male	32	Developmental	Supportive services
Female	30	Developmental	Plans to enter NCTI - accounting
Female	31	Developmental	Referred to social agency for further study
Male	32	Developmental	Explored State Civil Service Jobs
Female	36	Developmental	Academic Counseling - Continued ABE
Female	28	Developmental	Skilled training exploration - plans to enter nurses aid program
Female	20	Developmental	Exploration of NCTI program
Female	22	Developmental	Referred to University of Wisconsin student services
Female	34	Developmental	Exploring programs at NCTI
Female	30	Developmental	Referred to G.E.D.
Female	22	Developmental	Explored skill program at NCTI
Female	19	Intake and Developmental	Enrolled in assertiveness training workshop
Male	19	Intake and Developmental	Decided to go to further education
Male	19	Intake, Developmental and Follow-Up	Seeking a job
Female	36	Intake, Developmental and Follow-Up	Enrolled in accounting and data processing at NCTI

Counseling Adults for High School Graduation

Some of the adults served by the project staff were those seeking assistance in completing their high school education as a prerequisite to fullfilling job requirements or continuing their education. Illustrative of this type of assistance were two groups of adults at Antigo, Wisconsin. One class consisted of 25 persons ranging in age from 17 years to over 40 with an average period of schooling of 9.8 years. Nineteen passed the G.E.D. test. Approximately 15 1/4 hours of counseling were involved. Another class of 12 ranged in age from 17 to 68 years. The average period of schooling was 9 years. Nine passed the G.E.D. test. A total of 9 1/2 hours of counseling were involved. Since the inception of this project, selfawareness, career awareness, career exploration, decision making and career prepartion have become an integral part of preparation for the high school equivalency test.

Disadvantaged Persons

Classes in adult basic education (ABE) and English as a second language (ESL) were also affected by the presence of career education project staff. Selfawareness, career awareness, career exploration, decision making and career preparation became part of these classes as well. Instructors in these classes attended two workshop sessions of in-service training in career education. In addition, special materials were provided as supplements to the instructional materials for ABE and ESL.

There were 39 students in the ABE classes, 15 of whom were preparing for the high school equivalency test. There were twenty-eight Vietnamese adults and two Russian adults in the ESL classes. Table V presents a representative group of the Vietnamese counselees.

Table V

Samples of Individualized Counseling with Vietnamese Students by Sex, Age, Type of Counseling and Outcome

Sex	Age	Type of Counseling	Outcome
Male	26	Developmental	Student at NCTI, Machine tool - Financial support arranged

Table V (Continued)

Sex	Age	Type of Counseling	Outcome
Male	24	Developmental	Employment at Wausau Homes, Inc. ESL class - Engineering
Female	22	Frequent Supportive	Full time student at NCTI Clerk typist
Male	37	Developmental	Employment at Zirrero Company ESL
Female	32	Developmental-Career Planning	Part-time student NCTI, typing-enter computer program
Female	26	Developmental	Part-time student NCTI, typing, accounting
Female	24	Developmental	ESL job exploration
Male	19	Developmental-Academic	Full time student at University of Wisconsin-Marathon County Center
Female	60	Supportive Services	ESL home instruction
Male	25	Developmental-Academic	Employment-Wausau Homes, Inc.
Male	41	Developmental	Further medical training
Male	30	Developmental-Acacemic	Explore dental hygiene
Male	30	Developmental-Academic	Employment at Marmet Window Co. Applied to graduate school-architecture
Female	25	Developmental-Academic	Employed as dental assistant-part-time University of Wisconsin-Marathon County Center-prepare for national dental test
Male	21	Developmental	Job exploration-skill training exploration
Male	21	Developmental	Skill training exploration-plans to enter full time program
Female	22	Developmental	Supportive Family Service Education planning
Female	26	Developmental	Educational and Family Planning, ESL

To supplement case records, a short survey of adult clients in the individual counseling, Adult Basic Education, and Vietnamese categories was conducted. The survey solicited clients' reactions to their experiences with the career education counseling staff at NCTI. The survey was mailed to 64 adult counseling clients in May, 1976. Completed forms were returned by 26 (41%) of the clients. The survey questions and results appear in Appendix A. Although questions were written at a simple reading level, the counseling staff felt that some clients (particularly the Vietnamese and adult high school dropouts) may have not completed the survey because of reading problems. Time did not allow for a followup of nonrespondents.

Respondents were most often seeking counseling on career opportunities and career planning (13 clients) or educational and training opportunities (13). Smaller numbers were seeking help in finding a job (6 clients) or solving personal/social problems(7). Some clients identified more than one area in which they were seeking the counseling staff's help.

Client reactions to their counseling experiences were generally favorable. Eleven persons felt their counselors were very helpful while another 10 found them to be moderately helpful.

Nineteen respondents stated they had discussed at least one career alternative or solution to their problem and thirteen of these indicated that they discussed several with a counselor. The adults were less positive about self-exploration accomplishments. When asked if the counseling helped them learn about their interests, talents, and needs, 13 replied "Yes, somewhat," six said "no", and seven adults said "Yes, definitely."

Half of the respondents were unsure whether they would be able to make better career decisions as a result of their counseling experience. None of the clients felt they would be able to make better decisions. When clients were asked whether they had actually made any career decisions as a result of their counseling, 17 (approximately 2/3) said "No". Those who did make decisions described decisions regarding particular jobs or involvement in educational programs.

Of the 16 clients who believed they would need additional help from their NCTI counselor, most cited the need for help finding a job, or counseling on career and educational opportunities as reasons. Three of the five clients who did not anticipate a need for additional counseling felt more confident of solving their problems by themselves. The other two clients no longer had problems which would require counselor help. The results of the question on additional help seem to reflect the admirable degree of success the counseling staff had in either helping clients who completed the surevy to the point where they no longer felt the need for professional help or in gaining their trust and confidence so that they will continue to seek help as long as they need it. Whether this is true of all clients, including nonrespondents is unknown.

High School Dropouts

The project staff cooperated in the conduct of a "Store Front" alternative high school for students sixteen years old and over. The first year there were twelve students enrolled, including five 16 year olds, four 17 year olds, two 18 year olds and one 15 year old. Of the twelve, ten were male and two were female. The students were considerably outside of the mainstream of their peers.

The program was cooperatively financed by VISTA, the Community Action Youth Development Program and the Wausau Board of Education. The project staff was involved in the extent of providing career education counseling services for the curriculum. Since the city council refused to provide additional funds and the Board of Education provided only limited funding, this alternative high school served as a demonstration of the kind of contribution career education can make.

The main thrust of the instructional program was to assist these students to view themselves as becoming members of the economic life of the community even at the expense of certain other aspects of school experience. The project staff members served as consultants in career education curriculum planning.

Field trips were taken to numerous manufacturing plante with a diversity of employment opportunities and operations. Preparation for these field trips and activities involved use of audio visual materials from the Instructional Materials Center at NCTI dealing with the understanding of self and the other concepts of career education in order to help the students make a career development assessment. After the field trips, students wrote letters to schools and personnel directors inquiring about training and employment opportunities.

Attendance was well maintained and a second class was organized. The second year group visited the NCTI Trade and Industry Department. Additional reading materials were introduced to assist students with career exploration and career decision making.

Table VI illustrates a representative distribution of the sex and age of the second group as well as the counseling provided.

Table VI

Illustrations of Individualized Counseling with Alternative High School Class Students According to Sex, Age, and Type of Activity and Counseling.

Sex	Age	Type of Activity	Counseling
Female	16	Auto Mechanics Exploration	Academic counseling Value clarification Personal evaluation
Male	17	Auto Mechanics Exploration	Academic counseling Value clarification Personal support counseling
Male	17	Agricultural Mechanics Exploration	Academic counseling Value clarification
Male	18	Military Service Exploration	Personal support counseling
Male	17	Data processing Exploration	Academic counseling
Male	18	Welding Program Exploration Military Program Exploration	
Female	15		Supportive service School retention Exploration of income possibilities (home serving)
Male	16	Auto Mechanics Exploration	Supportive counseling Value clarification
Male	17	Police Science Exploration	Academic counseling
Male	18	Training Program Information Truck driving	

A review of Tables IV, V and VI indicates that the persons identified in Table IV were largely citizens who did not follow the usual pattern of progress through high school. Those presented in Table V were persons of similar age but different culture having problems of adjustment. Many were better prepared than those in Table IV but had to adjust to employment or continued education in an alien culture. Those illustrated in Table V were high school aged students who somehow had trouble adjusting to their own established cultural pattern. The latter were in need of value clarification, personal evaluation and supportive counseling.

Youth in Need of Work Experience

From 1974 to 1976 the project organized career exploration one-week summer workshops at NCTI for youth sixteen years of age and older. It was a cooperative effort including staff members at NCTI, those from CESA #7, and the Youth Work Experience Program and other agencies dealing with youth sixteen years and over. Activities included operation of equipment, simulated experiences, and discussions dealing with emerging interests, decision making and preparation programs.

Students also had an opportunity to become acquainted with six different occupations from among 15 to 18. Table VII lists the various occupations and the number of students participating in each of the respective years of the project.

Table VII

Occupational Tryout Choices of Career Exploration Workshop Students

Occupational Areas	Number of Students	
	1974	1975
Data Processing	24	45
Electronics	2	27
Secretarial-Clerical	10	31
Graphic Arts	15	33
Machine Tools	14	--

Table VII (Continued)

Occupational Areas	Number of Students	
	1974	1975
Accounting	17	20
Apprenticeship	27	21
Marketing and Distributive Education	11	44
Drafting and Design	10	18
Health Occupations	25	39
*Public Service	--	37
*Manufacturing	--	42
*Natural Resources	--	25
*Agricultural Automotive	--	34
*Home Economics	--	36

*Not offered in 1974

Changes in the courses or occupational cluster of offerings were made as a result of a poll of students and agencies. Each year the project staff provided for an evaluation by students, the NCTI staff and cooperating agency personnel.

In part, as a result of these workshop experiences, high school students expressed interest in having a similar opportunity. The students were referred to the project staff by the CESA counselor and a one day workshop was conducted. Forty-seven students from sixteen public and private junior and senior high schools attended.

Women

Organized discussion groups can provide an opportunity for career educators to reach those who might otherwise not engage in self-awareness or value clarification activities. One member of the project staff met with the Tuesday Morning Mothers at the Y.M.C.A. Members of this group were receiving assistance from Aid to Families of Dependent Children.

The use of film proved to be an effective means for introducing career education to adults as well as to elementary and secondary students. These films generally simulated life situations with which the adult was able to identify or relate and provided settings for probable solutions to typical problems. These films, together with assistance from the career education consultant, often provided the channel of communication which the adult needed to articulate needs. Films which were especially effective were "Women Today," "Why Am I Afraid to Tell you Who I AM?" and "Women at Work."

A University of Wisconsin center in a nearby city hosted a meeting for twenty-five women on "Mid-Career Job Changes for Mature Women." The filmstrip "Women Today" was used as well as publications and a discussion. A church group in a neighboring community hosted a meeting of 50 persons which dealt with self-awareness and included the filmstrip "Why Am I Afraid to Tell you Who I Am?" The American Association of University Women hosted a group of thirty women to discuss "Changing Roles and Goals: Options for the Mid-Career Change Woman."

Equally successful was a three meeting series of assertiveness training, an effort to increase self-awareness and self confidence. Two training groups were involved, one in Wausau and one in Merrill. This proved to be a much sought after program. At Merrill, thirteen women between the ages of 18 and 55 participated. Other groups, such as the Wausau Junior Women's Club and the Mid-Wisconsin Insurance Women's Association requested an introductory meeting. Assertiveness training was also incorporated into such classes at the NCTI as the Police Science and Clerk-Typist classes. A total of 396 persons were reached between January 1976 and March 31, 1976.

CHAPTER III

Coordination of Efforts with Other Agencies and Promotion

The project staff found that cooperation with other agencies and participation in their ongoing programs was a more effective way to maximize counseling efforts than being available in the evenings. The staff had anticipated that many individuals attending evening classes would avail themselves of the counseling, although two people took advantage of this service. Many of the unemployed may have felt that they wanted employment in their specialty and did not wish to retrain. Their incomes may have been sufficient to allow them to wait for employment opportunities to develop, especially if they were living on farms. Others who were unemployed needed to be sought out and encouraged to seek more training or retraining.

Cooperation and Coordination with Agencies

The project staff did take advantage of cooperative attitudes on the part of agencies. The project staff also developed group attendance opportunities such as classes for job application and interviewing and assertiveness training.

Agencies that cooperated in these endeavors were the:

Catholic Social Services
Child Care Facilities
Community Action Program
Community Agencies of Social Services and Affiliates
Family Counseling Service
Janal House
Lutheran Social Service
Marathon County Health Center
Marathon County Library
North Central Community Action Program
Salvation Army
State Probation and Parole Office
Veterans Administration Social Service
U. W. Marathon County Center
VISTA
Wisconsin Division of Vocational Rehabilitation
Work Incentive Program
YWCA

Many of these agencies were regional in scope and thus had broad areas of influence. The cooperation with VISTA and the Community Action Program in launching the Store Front school has already been mentioned. The cooperation with the CESA(s) and the Youth Work Experience Program has also been mentioned in connection with the

Youth Work Experience Workshop conducted in two successive summers at NCTI. This was followed in the second year with a one-day workshop for selected high school youth. Participation with the two groups at the YWCA has been mentioned. In the Store Front school the project staff infused career education during the first year by serving as resource persons. In the second year the project staff took an active part in infusing career education in the curriculum.

A number of career opportunities were provided at the Marathon County Public Library. One program presented "Future Shock" and a program on decision making. Another aspect involved showing the film "Who Am I?" and a display of materials dealing with self-awareness and sponsoring two radio programs. Another program was presented for senior citizens on materials related to Adult Basic Education and career planning. Despite such cooperation, the project staff had to make calls several times a year to remind administrators of organizations of the purpose and scope of the project.

Promoting Career Education

Newspaper coverage of the project appeared in the Wausau Daily Record Herald, The Stratford Journal, Antigo, Medford Star News, and Merrill Shopper. Television channel 7 in Wausau was also used.

The project staff produced a monthly newsletter with a circulation of 708 that was mailed to all of the Wisconsin technical institutes, Cooperative Educational Service Agencies, public schools within the NCTI district, NCTI faculty, the Department of Public Instruction, the Wisconsin State Board of Vocational, Technical and Adult Education, and national leaders in the field. NCTI also published a newsletter entitled "Target."

The project staff developed slide presentations to present to various types of audiences to help audiences visualize what was meant by career education. Seldom did people see career education in terms of concepts relating to self-awareness, career awareness, career exploration, career decision-making, preparation placement and follow-up. Although the staff did not develop an audio-visual series portraying these concepts, they did make presentations that related to any and all aspects of career education. Slides included a series in "Challenges in Motivating Students for the New Work Forces," another on the Career Exploration Workshop and still another for women's career programs and counseling. Also, a number of one time presentations were made dealing with changes in mid-career and assertiveness training.

Other means of publicizing career education were used such as 5,255 flyers distributed at social and welfare agencies, grocery stores and churches.

These efforts can be justified because successful implementation requires broad community support. Members of organizations need to understand the concept in order to support it financially.

Promotion with the Schools

Promotion of career education in the schools included all of the activities mentioned above and additional efforts. The public and private schools had been made aware of the project proposal early and had been asked to join in the efforts of the project staff. All of the K-12 district administrators had been invited to a dinner at which the implications of the implementation of the proposal were explained. This was followed by a questionnaire on "The Potential Career Education Services Survey" in which the administrators were asked to respond to questions dealing with the kinds of services they desired to assist them in implementing career education. Still, most administrators did not become involved. This lack of participation on the part of many administrators delayed the project staff because they had to work with individual principals and most often with individual teachers who showed some interest. At the same time the project staff made arrangements to appear before PTA meetings and counseled parents of individual seniors.

The project staff made a final effort to enlist the administrators toward the end of the second year. Again, they surveyed the administrators asking each to respond to questions on choices of programs. This time the program dealt with the experiences employers had with high school graduates. This was a successful meeting drawing an average of two district administrators from each school system, public and private. Forty-one attended. The chief vehicle was a panel of three personnel directors representing three different types of employers and employment environments and a representative from the Job Service. The panel discussion produced moderate but stimulating reaction from the school administrators. The panel discussion was followed by a general discussion and group discussions.

It appears that administrators are like other publics in that they best understand their own immediate or long-term well-being. They were seriously concerned with those activities which would reflect well upon the schools in the opinion of employers and the community at large.

Dissemination of Information to Professionals

During the first two years dissemination of information about career education went to NCTI and public school personnel, including instructors and area supervisors at NCTI, LVEC's, and teachers. Teachers in the public schools were urged to enroll in the course "Career Education Methods and Curriculum" offered by the University of Wisconsin-Stout.

Early in the last year sufficient experience had been obtained to enable the staff to begin to communicate their experiences to others. At a professional meeting at U.W.-Stout, the associate director presented "Challenges on Motivating Students for the New Work Force." Experiences with career education to date were presented at a consortium of Wisconsin Career Educators at NCTI. The associate director also shared experiences with other project administrators in the National Coordinators Conference for Administration of Part D and Fiscal Year 1973 Part C Programs and Projects held at Dallas and was a member of the Advisory Commiteee for the project on Occupational Knowledge sponsored by U.W. - Stout.

Twenty-three requests have been received for information concerning project activities and materials. Articles describing the project appeared in the National Vocational Guidance Association Newsletter; the catalog prepared by the American Institute for Research, Palo Alto, California; and Career Education News, (February 15, 1976). The associate director completed four questionnaires pertaining to project activities and responded to two telephone interviews requesting information concerning adult education. The Ohio State University project director requested information and materials. The project director has assisted directors and teachers of special education with information and has given assistance in writing proposals.

The efforts of the staff were beginning to produce benefits in the community, the schools and beyond the district boundaries.

CHAPTER IV

Schools K-12

A total of 21 out of 23 school districts were involved in the project in addition to one Roman Catholic high school and three Roman Catholic elementary schools. Approximately 26,897 public elementary and 16,037 public high school students were involved. Toward the early part of the third year of the project other church related schools became interested, made inquiries and some visitations. The two schools which did not get involved were on the periphery of the NCTI district and were members of another CESA district.

The project was introduced to school administrators at a dinner meeting to which all administrators, public and private, had been invited. This general effort was followed by visits to all administrators including high school and elementary school principals, directors of curriculum, assistant superintendents, guidance personnel, adult educators, special educators and LVEC's. In addition 21 area adult education coordinators were part-time employees of NCTI although they were concerned with the needs of adults. The LVEC's and adult education supervisors were given in-service education training in career education by the project staff. Once the project staff had been given permission to work with authorized administrators, supervisory personnel and special educators in a given school, they began dealing with individual teachers.

Services to the Schools

After administrators and supervisory staff, including school principals, had been introduced to career education, the project staff conducted a Potential Career Education Services Survey of school adminstrators. The survey form listed types of services available to schools from the project staff. The administrators could choose from among the types of services offered, including in-service training, instructional materials, resource materials, organization of field trips, curriculum development, classroom teaching demonstrations, speakers' bureau, parent-teacher conference planning, panel discussions, conferences with parents of undecided students, organized instruction for university credit, tours of NCTI and supervision of the development of community career education resource guides and induction of new teachers into career education.

As soon as administrators saw the potential of the services offered by the project staff, staff were permitted to conduct career interest surveys among high school seniors. The collating and the analysis of the data were performed at the NCTI computer center and results were returned to the schools for counseling purposes. Many times the project staff members were asked to review the results with the seniors.

The project staff immediately began to establish a learning resource center. Books, pamphlets, monographs, slides, films, filmstrips and instructional packets of all kinds were stocked and kept up to date. All materials were catalogued and a catalogue made available to the schools. Table VIII lists the kinds of instructional materials and the number available from the project center.

Schools were free to try out the materials and if found suitable, they could purchase their own. The staff would present these materials during visits to individual schools and at the monthly meetings of the representatives of the cluster or contact schools. The staff also developed an evaluation form to gather information on the quality and usefulness of the commercial material from the participating schools.

TABLE VIII

An Inventory of the Kinds and Number of Instructional Materials Available from the Project Center

			Number		
Type of Material	General	Elementary	Middle or Junior High	Senior High	Adult
Cassettes	21				
Filmstrips	5	8	5	9	
Games	2				
Kits	20				
Slide sets	5				
Bibliographies	10				
Books		47			
Exercise Books	43				
Curriculum Guides		32	12		18
General Guides	37				
Paperbacks	11				100
Project Reports	10				
Films	2				
Professional Reading	16				
Information Reference	4				

The services of the instructional materials center must be continued. Each school should man a center and each CESA should provide those services not readily supplied by the individual member schools. The NCTI should continue the excellent beginning it has made for its center.

Table IX

An Inventory of the Kinds and Number of Instructional Materials Available from the NCTI Resource Center

Types of Material	Number
Cassettes	13
Filmstrips	66
Slides (sets)	32
Videotapes	59
Films	1
Free Materials	210

Career Education at NCTI

The project staff also introduced career education to the faculty of NCTI to prepare them for the articulation of the various NCTI departments with their counterparts in the public schools. The associate project director attended the NCTI Coordinators and Instructional Services Council meetings. Classroom demonstrations were given at NCTI and career education infusion into curriculum became an ongoing process. In-service sessions were conducted for NCTI faculty by the project staff.

Articulation

Articulation meetings were conducted with NCTI instructors and representatives from at least 17 school districts. The director and associate director participated in in-service training programs for LVEC's. Tours of NCTI were arranged for students and parents. Activities such as a Cluster Buster Symposium in marketing and contests in business and marketing were conducted. Instructors at NCTI were involved in semester in-service meetings, flyers were produced, meetings and classroom demonstrations were held and "hands on" workshops were conducted for high school students.

Articulation between NCTI and the public schools should be continued after the termination of the project and a designated staff person at NCTI should take responsibility for this liaison work.

Reorganization of Services to the Schools

The project staff has made every effort to visit each school in the district as often as possible. At first, the staff was assigned on a regional basis. Later in order to meet diverse requests from schools, the project staff decided to travel in teams and reduce the number of visits. By the end of the second year this approach was abandoned as a result of review by the staff and evaluators. It was decided that a project staff member would make weekly visits to a few schools and work with these intensely. The project staff learned that none of the schools wished to be dropped and they feared that future project efforts and relations between NCTI and the schools could be jeopardized. At this point, the decision to establish cluster schools was made. This arrangement forced the schools to develop some kind of organization for career education development within each system and each school.

Cluster or Contact Schools

In the fall of 1975 the project staff met with the representatives of the respective schools in each cluster to decide upon an agenda for the year. In addition to filling schools' requests, the staff continued to bring to these meetings new materials and developments going on in other parts of the state and nation as a result of their efforts and attendance at state, regional and national meetings. The staff also attempted to visit the individual schools upon request. The project evaluator attended some of these meetings and was impressed with the degree to which the project staff was looked to as a source of information. The occasion illustrated how many of the smaller communities in these more sparsely settled areas needed to be served by informed persons such as the project staff. Typical of such need was a request by an experienced counselor for information concerning a special case of an unemployed individual. High school counselors also needed information about jobs in the area or the state as requests for employees came to NCTI. At one meeting, the placement director at NCTI made a presentation on preparation, placement and follow-up. Between meetings, some school representatives telephoned project staff for immediate information. The experience with the cluster schools clearly demonstrated that an information source will have to be provided after the project terminates to provide a continual flow of new information. Future dissemination activities might involve a television or radio program with an opportunity for staff to answer questions which come in by telephone or letter. The cost of a regular weekly program may be beyond the capability of a local district. Programming might therefore become a statewide responsibility. Precedents for this include the School of the Air programs for elementary schools of the state, the March of Medicine, a program produced by the Sea Grant College Program, and one by the Institute for Environmental Studies, all broadcast from the University of Wisconsin-Madison.

Pilot Schools

Selection as a pilot school was determined largely by the readiness of the administration and faculty to put forth intensive professional effort and their willingness to accept a pre- and post-test examination of their efforts. The purpose of the tests was both to determine some degree of progress, despite the short instructional period, and to emphasize appraisal and evaluation as a part of the instructional process.

The largest school system in the NCTI was not included in the selection of the pilot schools because the project was primarily intended to assist small rural schools. One rural school was not chosen as a pilot school because of its distance from the project office. Furthermore, not all of the classes at a given grade level in certain larger pilot schools were included for direct service by the project staff. This limitation was the result of the limited budget available for evaluation and the cost of tests, test analysis and interpretation.

Four pilot schools were chosen, the largest with a K-12 enrollment of 3,924 and the smallest with a K-12 enrollment of 844. In each case grades 3, 6, 9, and 12 were the targets of the special effort. In the largest system the program was the responsibility of the assistant superintendent for instruction. Under his direction, a system-wide committee had developed a K-12 career education curriculum guide. Another committee had developed a career activity guide with suggested methods and resource materials for the classroom teacher. At a new elementary school in this system a recently employed principal proved to be an enthusiastic proponent of career education. This school also had a part-time guidance worker who was enthusiastic about career education. The principal and guidance worker developed a good sense of rapport among the faculty. The guidance worker developed a career education resource center located in the middle of this open classroom school which was available to students and teachers. A faculty committee at this school developed a career education self-awareness program by grade level, the community was brought into the school and the pupils and teachers went into the community. A local business women's organization with a faculty committee developed a community career education resource guide.

Generally speaking, an effort was made in the school systems to introduce career education simultaneously at all levels. However, it was apparent that all teachers were conscious of the need for building a sequentially structured curriculum which started in the primary schools. Emphasis on career education was greatest at the grade school level, lower at the middle or junior high school level and even lower at the high school level. Under the direction of the assistant superintendent of schools, a unified sequentially structured program of career education infusion into the curriculum was begun. Furthermore, in a school system with more supervisory personnel including non-teaching principals more time and manpower were available to allow for writing of guide books and development of materials. Responsibility for this type of direction and supervision must be accepted by the CESA's for the continued success of career education in the smaller schools.

The other schools were similar in size but considerably smaller than the system just described. Consequently, there was no assistant superintendent of schools in charge of instruction or curriculum development. Nor was there the organizational structure and delineation of responsibilities as in the previously mentioned school. In one of the smaller school systems, one of the elementary school teachers had received the encouragement from the superintendent of schools to provide the necessary leadership at the elementary school level. When this teacher left the school system, a search was begun to locate another teacher capable of providing leadership in career education in the upper grades and high school. At the high school level the principal and counselor had assumed the leadership role. Although the organizational structure and delineation of responsibilities were not as clear cut as in the previously mentioned school, the staff's sensitivity to career education was recognizable.

In the smallest school an informal committee consisting of the elementary school principal, the high school principal and the high school counselor were in charge of the program with the elementary school principal assuming the overall leadership role when necessary.

The project staff provided the accelerating force in such small schools. The staff helped organize visits to industries, develop community career education resource guides, assist with the counseling of students and provide counseling at parent-teacher conferences. In addition, the project staff brought to bear all the resources of the instructional materials resource center at the NCTI.

Continuing Responsibility for Career Education in the NCTI District

All administrators from the superintendent of the largest system described above to the smallest appreciated the service provided by the project staff. Earlier, others had expressed their appreciation by indicating they did not wish to be dropped when a reduction in the number of schools was contemplated. Furthermore, the fact that teachers and representatives of cluster schools attended monthly meetings testifies to the effectiveness of the project staff's efforts. All were concerned about the future of the project after the three year period.

There is no question about the stimulating leadership and functional services rendered to the schools by the project staff. School authorities were pleased with the manner in which the project staff worked in the schools and with the teachers.

The career education staff was loaded with diverse responsibilities in all but the large schools. Many of the problems found in the larger schools also prevailed in the smaller schools. The probabilities are that in the larger school systems there are enough students with similar problems to permit the creation of special classes and the employment of special staff. This cannot be done in the smaller school, despite school redistricting. The only solution is for a given teacher to take an additional responsibility along with his or her other classroom duties. Career education dealt with by a less sympathetic staff could have put the project in jeapordy in many schools.

The question of who will carry on the work of the project after termination remains a serious one. Many of the schools are not sufficiently well advanced to operate on their own, considering the constant need for keeping up to date, the well stocked instructional materials resource center maintained by the project at NCTI, and the supervision of the continuing internal curricular development in each school. Even the administrators in the largest of the four pilot schools were concerned about the future. Is the internal curricular development and operation of the public school system a responsibility of the post-secondary vocational-technical institutions?

There were legitimate reasons for the Administration for Research and Development at NCTI to develop this proposal and for the U.S.O.E. to fund it. On the other hand, the CESA's could legitimately take responsibility for this effort. The CESA system exists to enable its constituent members to do for themselves collectively what they cannot do or do well for themselves individually. A CESA deals specificially with grades K-12 and should assume major responsibility for career education henceforth. If one CESA could not do this, a cooperative arrangement could be made. Since CESA staff members participated in a number of the developments initiated and carried out by the project staff, the CESA administrators should have some knowledge of the necessary operational components.

NCTI continues to have a strong interest in the further development of career education. It must continue a strong liaison with the public school administrators as well as faculty members for purposes of articulation. NCTI also had the duty of maintaining a strong presence or image throughout the district. The efforts at infusing career education into NCTI courses and services and the constant in-service education of new faculty members must be constantly present in the minds of the respective administrators at NCTI.

It is hoped that financial assistance can be obtained to continue with certain activities of the project. Sufficient funds should be obtained to enable some of the project staff to assist the CESA's to in turn encourage and assist the Local Educational Authorities to provide funds for the continuation of these services for career education.

What Has Happened to the Students in the Classroom?

Project staff members have been untiring in their efforts at introducing and orienting the school administrators and faculties to career education. They have offered courses for university credit dealing with curriculum and methods of instruction relating to career education. They have conducted in-service meetings, workshops and have made available to the schools the films, slides, publications and teaching packets from the Career Education Resource Center at NCTI.

Analysis and appraisal thus far have been of a subjective nature by the teacher, the school principal and the project staff as they have visited with the teacher, conferred about problems, and observed classes. The question remains of what has happened to the students in the classroom. Which aspects of career education have the teachers taught successfully to the students and which aspects need special attention? Until these details are known, the teacher cannot improve the instructional process, nor can the supervisor be of specific help to the teacher wheth that be a principal, a supervisor or the project staff. It is from this vantage point that a more precise method of analysis, namely, tests for which national norms had been established, were introduced at the end of the second year.

The guidelines for the Evaluation of Career Programs were not available at the beginning of the project and when they became available, their use was controversial.

However, the evaluator felt that everyone connected with the project should be cognizant of this type of appraisal and that professional development in this respect was an aspect of this project in career education. These test contents represented a generally accepted subject matter content. The project staff made the final selection of the tests from those recommended by a review panel for the U.S.O.E.

The first use of the tests for either supervisory or evaluation purposes at the end of the second year was not anticipated by either the schools or the project staff. However, the project staff agreed to find schools where the faculties were willing to cooperate. Four schools served as treatment schools and four as controls. In order to proceed with the testing the evaluator agreed that the schools and their comparative test results would not be identified and published. In the second year evaluator's report, the schools were not identified. The student scores and overall results for the participating schools were returned to the schools.

Only one of the previous schools was among those who agreed to participate in the testing program during the third year of the project. This third year, five schools, including four new ones, measured their own progress over a period of several months by means of a pre- and posttest. Again, in order to obtain the cooperation of the new schools, the evaluator agreed that schools would not be identified in the report of results. Results of the student evaluation and a discussion follow.

Career Education Cognitive Questionnaire

The primary and intermediate forms of the Career Education Cognitive Questionnaire (CECQ) measure awareness of and knowledge about work. More specifically, they measure awareness of: 1) major duties, tools, and required abilities associated with different types of work, and 2) entry requirements for various types of work. The CECQ was developed and published by the Minnesota Research Coordinating Unit for Vocational Education at the University of Minnesota.

The primary form of the CECQ was used in a pretest-posttest evaluation design for the grades of three different schools which project staff worked with. The pretest was administered in November, 1975, and the posttest was administered 6 months later in May, 1976. Results are presented in Table X.

TABLE X

Results of the Career Education Cognitive Questionnaire: Grade 3

School	Pretest Mean[a]	Posttest Mean	Difference	t
A	30.15	30.22	.07	0.10
B	29.17	31.78	2.61	3.92*
C	28.31	29.85	1.54	1.51

[a] Highest possible test score is 40.

*$p < .01$

Only at one school, B, was there a significant increase in third graders' scores on the CECQ, indicating a greater awareness of and knowledge about the world of work.

The intermediate form of the CECQ was used in a pretest-posttest evaluation design for the sixth grades at five schools. Two other schools were involved in addition to the three schools where third graders were tested. Tests were administered at the same time the primary form was administered. Results at the sixth grade level are presented in Table XI.

TABLE XI

Results of the Career Education Cognitive Questionnaire: Grade 6

School	Pretest Mean[a]	Posttest Mean	Difference	t
A	35.00	36.93	1.93	2.18
B	34.15	40.46	6.31	4.23*
C	35.02	38.54	3.52	4.70*
F	33.64	32.76	-.88	0.95
G	33.96	37.30	3.34	3.28*

[a] Highest possible test score is 54.

*$p < .01$

The sixth graders at three of the five schools made significantly higher scores on the posttest. The mean scores of students at schools B, C, and G reflect an increased awareness of and knowledge about the world of work.

Caution must be taken in interpreting these results. While there were instances of increased occupational knowledge, the lack of data from a control group makes it impossible to unequivocally identify this as an impact of the career education project as is further discussed at the end of this chapter.

Self Observation Scales

The Self Observation Scales (SOS) measures self-concept or students' attitudes toward themselves. The primary level SOS, for grades K-3, yields four subscores which are labeled and defined as follows.

Self Acceptance Children with high scores view themselves positively and attribute to themselves qualities of happiness, importance and general competence. They see themselves as being valued by peers, family, and teachers. Children with low scores see themselves as unhappy, lacking in general competence and of little importance to others.

Social Maturity Children with high scores on this scale know how they are supposed to think and feel in a variety of social situations. They have learned the importance of such notions as "fair play", "sharing", "perserverance", "helpfulness", and "generosity". Children with low scores on this scale have not learned these notions and are likely to evidence behaviors that most adults would characterize as selfish, inconsiderate, or immature.

School Affiliation Children with high scores view school as a positive influence in their lives. They enjoy going to school, and they enjoy the activities associated with school. Children with low scores view school as an unhappy place to be. They do not enjoy most school related activities and are negative about the importance of school in their lives.

Self-Security Children with high scores report a high level of emotional confidence or stability. They feel that they are in reasonable control of the factors that affect their lives and spend little time worrying over possible troubles. Children with low scores on this scale worry a great deal. They are concerned that something bad may happen and report feelings of nervousness.

The intermediate level SOS yields the same four subscores as the primary level plus three additional subscores as follow.

Social Confidence   Children with high scores on this scale feel confident of their ability to relate successfully in social situations. They feel confident that they can make friends easily, and that they are valued and enjoyed by their friends. Children with low scores have difficulty making friends, do not feel valued by others and see other people as being more socially adept than themselves.

Teacher Affiliation   Children with high scores on this scale like their teachers. They see the teacher as helpful, attentive, understanding and generous. Children with low scores see the teacher as arbitrary, inconsiderate of children, and/or as a source of emotional pain.

Peer Affiliation   Children with high scores on this scale consider their relationships with other children to be both of high quality and of considerable importance to them. They see themselves as approved and valued by their peers. They like to be with other children. Children with low scores do not see their peer relationships as an asset. They see other children as unfriendly, they have few friends, and do not accept the responsibilities of friendship easily.

Like the CECQ, the SOS was used in a pretest-posttest evaluation design. The primary level form was administered to the third graders at five elementary schools. The intermediate level form was administered to sixth graders at four schools. Pretesting in each case was completed in November, 1975, and posttesting was done six months later in May, 1976. The SOS results for third grade students are presented in Table XII.

The only statistically significant growth in self concept, as measured by the SOS, occurred in the area of Social Maturity for third graders at two schools. While the students at the other three schools increased their scores on the posttest, this increase was nonsignificant.

Mean scores for School Affiliation dropped somewhat at all schools during the course of the school year. Similarly, all schools, with one exception showed declines in Self Acceptance posttest scores.

Table XII

Mean Scores by School on the Self Observation Scales - Primary Level (Grade 3)

School	Self Acceptance Pre	Post	D[a]	t	Social Maturity Pre	Post	D	t	School Affiliation Pre	Post	D	t	Self Security Pre	Post	D	t
A	50.06	44.56	-5.50		46.90	49.12	2.22	1.27	50.71	41.26	-9.45		51.42	53.53	2.11	1.07
B	52.57	48.59	-3.98		47.52	55.59	8.07	3.62**	50.17	49.55	-0.62		48.61	52.50	3.89	1.73
C	51.37	45.00	-6.37		52.37	52.85	0.48	0.26	49.22	45.37	-3.85		52.96	47.74	-5.22	
F	48.81	49.51	0.70	0.37	48.32	56.43	8.11	5.79**	50.11	45.37	-4.74		50.14	47.74	-2.40	
G	49.00	48.58	-0.42		50.83	56.08	5.25	2.41*	50.17	47.17	-3.00		50.33	51.67	1.34	0.57

*$p < .05$

**$p < .01$

[a] Difference (Post-Pre)

The SOS results for sixth graders are presented in Table XIII. Posttest scores were significantly higher for three schools on one or two subscales. However, these isolated instances of growth must be interpreted with great caution. These specific points of growth may be the result of differing career education emphasis in each school. Without a detailed evaluation of processes at the schools, it is impossible to discuss this possibility further. On the other hand, for example, the significant increases in Peer Affiliation could have been due to any one of a number of confounding variables in the evaluation the change may very logically have been due to maturation or other educational experiences rather than career education.

For the most part, the SOS data are inconclusive since most posttest increases were insignificant and in some instances scores declined.

Assessment of Career Development

The Assessment of Career Development (ACD) measures student knowledge of occupational characteristics, occupational preparation requirements, and the career planning process. The ACD is appropriate for high school students, requires 125 minutes to administer, and is published by Houghton Mifflin.

The ACD was also used in a pretest-posttest evaluation design. Ninth and twelfth grade students from four school districts which project staff worked with were tested. The pretest was completed in November, 1975, and the posttest was administered six months later in May, 1976.

While the ACD yields a variety of information on student career development which can be of value to counselors, teachers, and the students themselves, the evaluators were primarily interested in the three subscores on occupational characteristics, preparation requirements, and career planning. These results are presented in Tables XIV, XV, and XVI.

Table XIII

Mean Scores by School on the Self Observation Scales - Intermediate Level (Grade 6)

	Self Acceptance				Social Security				Social Maturity				Social Confidence			
School	Pre	Post	D[a]	t	Pre	Post	D	t	Pre	Post	D	t	Pre	Post	D	t
A	49.65	53.69	4.04	1.87*	47.06	50.62	3.56	1.45	51.82	53.17	1.35	0.82	53.51	54.00	0.49	0.28
C	51.38	54.56	3.18	1.65	48.80	54.31	5.51	2.41*	50.37	52.84	2.47	1.22	52.10	52.04	-0.06	
F	47.91	49.13	1.22	0.57	46.95	50.04	3.09	1.51	49.00	50.88	1.88	0.83	53.13	53.83	0.70	0.42
G	48.77	49.28	0.51	0.17	49.77	46.00	-3.77		48.88	48.72	-0.16		51.27	53.32	2.05	0.79

	School Affiliation				Teacher Affiliation				Peer Affiliation			
School	Pre	Post	D	t	Pre	Post	D	t	Pre	Post	D	t
A	49.10	49.21	0.11	0.05	49.18	50.83	1.65	0.81	49.27	53.83	4.56	1.94*
C	51.83	50.51	-1.32		52.27	50.93	-1.34		50.08	55.38	5.30	2.76**
F	51.05	47.17	-3.88		46.71	54.90	8.19	3.79**	48.31	51.40	3.09	1.49
G	51.65	53.92	2.27	0.78	49.62	49.52	-0.10		51.12	46.64	-4.48	

*$p < .05$

**$p < .01$

[a] Difference (Post-Pre)

Table XIV
Occupational Characteristics Knowledge
Subscores of the ACD

School	Grade	Pretest Mean	Posttest Mean	Difference	t
A	9	34.51	35.50	0.99	0.60
B	9	34.55	36.33	1.78	1.31
C	9	33.54	35.15	1.61	1.56
F	9	29.81	31.66	1.85	0.88
A	12	40.76	40.46	-.30	
B	12	40.52	35.32	-5.20	
C	12	42.76	41.59	-1.17	
F	12	36.13	42.88	6.75	4.93**

**$p < .01$

At the ninth grade level, the mean scores of students at all four schools were higher on the posttest, but none of the increases was statistically significant.

At the twelfth grade level, the mean score of students at school F was significantly higher on the posttest, indicating an increase in knowledge of occupation characteristics during the period between testing dates. Mean posttest scores of the other three schools were somewhat lower than pretest scores.

Table XV

Occupational Preparation Requirements Knowledge Subscores of the ACD

School	Grade	Pretest Mean	Posttest Mean	Difference	t
A	9	9.69	10.08	0.39	0.75
B	9	10.31	10.92	0.61	1.36
C	9	10.21	10.93	0.72	2.05*
F	9	9.47	9.84	0.37	0.47
A	12	12.35	12.40	0.05	0.09
B	12	12.18	11.04	-1.14	
C	12	13.08	12.74	-.34	
F	12	10.87	12.98	2.11	3.58**

$^{*}p < .05$

$^{**}p < .01$

The ninth grade students in school C and the twelfth grade students in school F scored significantly higher in the posttest indicating an increase in knowledge of occupational preparation requirements. Differences between mean pretest and posttest scores were nonsignificant for the other three ninth grade classes. The mean scores of the twelfth graders' at two schools showed slight declines, while one school remained essentially the same.

Table XVI
Career Planning Knowledge
Subscores of the ACD

School	Grade	Pretest Mean	Posttest Mean	Difference	t
A	9	24.09	23.60	-.49	
B	9	24.52	24.95	0.43	0.43
C	9	24.52	25.28	0.76	0.99
F	9	24.09	23.94	-.15	
A	12	28.02	27.49	-.53	
B	12	27.33	25.56	-1.77	
C	12	27.94	26.61	-1.33	
F	12	27.37	27.33	-.04	

The mean posttest scores of the ninth grade students at two schools were higher than pretest scores, but these increases were nonsignificant. Ninth graders at the other two schools showed slight decreases. The seniors at all four schools similarly showed lower posttest scores. From this data it must be concluded that there were no changes in career planning knowledge in the schools the project staff worked with.

In general, scores on all three subsections of the ACD did not reveal increases in students' career knowledge. In three isolated instances there were statistically significant increases. While the evaluators would like to attribute these increases directly to efforts of the project staff and school facilities, there is insufficient evidence to do so. A more complete discussion of the results follows.

Discussion

Test results generally did not reflect the impacts which it is hoped that career education will have in the schools which project staff worked with during the past year. This failure to show significant changes in posttest scores on the three instruments could be due to any of several different reasons including the following:

1. Instrumentation may have been inappropriate for the settings or insensitive to the kinds of student changes taking place as a result of career education. The questions in the evaluation instruments only sample the domain of knowledge and attitudes important in career education, so the questions may not have covered some of the areas which local career education efforts have focused on during the past year.

2. The testing timetable may have been less than optimal. Posttests were administered close to the end of the school year and many students' minds may have been on things other than career development and school work at that time.

3. Test administration procedures may have varied between the testing dates and among all of the schools involved. Factors such as physical settings selected for testing, school personnel involved, and perceptions of the students (particularly in regard to the importance of test results and the use which will be made of them) all have the potential to negatively influence results.

4. Career education, by the time of the posttesting, may not have been integrated into the curriculum to the extent necessary to impact upon students. Another year or more of career education experiences in the classroom may produce a measurable impact upon students.

5. Efforts to integrate career education into the curriculum may simply have been ineffective. Perhaps career education taught as a separate subject or course would be more effective.

In some instances, test scores did reveal significant growth. For example, several student groups showed an increase in knowledge of occupational characteristics and preparation requirements, and it would seem likely that these increases were a result of career education efforts. However, due to a lack of comparable data for control groups, it is difficult to attribute instances of improvement specifically to career education experiences and activities occurring in the classrooms at the evaluation sites. Growth may have been simply a function of maturation or other kinds of learning experiences. This could be particularly true of changes in self concept among younger students. The higher SOS posttest social maturity scores of third graders at two schools serve as an example of change which may be attributed to normal maturation rather than specific career education activities. Hopefully, evaluations employing control groups in a pretest-posttest design will be conducted in the future by the schools involved in this year's project.

Despite the fact that the test results generally were not as positive as may have been desired, the evaluators were very pleased with the evaluation. The evaluators believe that the most important benefit of this year's evaluation of students was not the test results, but a change in attitude of project staff and school personnel toward evaluation. During the course of the testing, resistance to evaluation was lessened and many individuals gained an appreciation for and understanding of evaluation and its potential for helping to improve career education. The evaluators hope that as a result of this year's evaluation experience, many teachers, counselors, and other school personnel will initiate their own evaluations of career education.

CHAPTER V

Observations and Recommendations

Observations

During the first 33 months of the three year project, 2,498 adults were contacted through meetings or appointments by the project staff. During the same period, the project staff met with administrators, teachers, students and parents in 21 school districts with an enrollment of approximately 26,897 students in grades K-8 and 16,037 in grades 9-12 inclusive. These figures do not include the enrollments in one Catholic high school and three Catholic elementary schools. In addition, the staff of two intermediate districts (CESA's), serving 21 school districts, were involved. Actually there were 23 school districts in the NCTI district. Also, a number of other parochial schools were making inquiries about the services of the project staff during the last four or five months.

By June 30, 1975 during the first two years of the project, an estimated 308,824 persons had been reached by radio, television, newspapers, flyers, bookmarks, and announcements to agencies and appearances before civic groups and staff newsletters.

The contacts with so many adults, school personnel, students, parents and agency personnel is remarkable in view of the fact that the associate project director was not employed until the thirteenth month of the three year project. The project director whose full-time duties were the administration of research and development for the NCTI, directed the project with the help of a part-time assistant until the arrival of the associate director. Furthermore, there were changes of personnel during the three years, including two new members for the last year of the project.

The purpose of career education as stated in a memo issued for 1973 (August 1972 - DHEW, OE, Policy Paper AVTE-X72-10) and of the project as a whole were fulfilled and the project terminated even as the interests of the participants was increasing. Excellent working relationships had been established and services rendered by the project staff.

Classes for disadvantaged adults 16 years and over have always been the responsibility of the vocational, technical and adult education districts.

The new dimension that the project staff brought to adults, to teachers at NCTI and the public schools, to individuals and groups, to schools and to social and welfare agencies was the concepts of self-awareness, career awareness, career exploration, career decision making and preparation. Disadvantaged adults reached by the project were members of Adult Basic Education classes, English as a second language classes, alternative high school classes, welfare mothers attending meetings at the YWCA, and women who felt pressures for growth while feeling unprepared to meet their raised aspirations. In addition, there were school age unemployed youth who were able to profit from workshop experiences and the career awareness concepts. Cooperative arrangements with social and welfare agencies were the most productive means of reaching individuals, despite the assistance of the media.

The two approaches for reaching the over 5,000 public and parochial students during the last year were successful, judging from the reactions of teachers and administrators. Toward the end of the second year of the project, the staff and evaluator concurred that there was a need to concentrate on a few schools for greater effectiveness rather than to continue the frustrating effort of dealing with many schools at various levels of progress and with many diverse needs. Schools from 17 districts constituted one group known as the contact or cluster group schools. These schools sent representatives to monthly meetings conducted by the project staff to discuss their problems. The remaining four districts were known as pilot schools. These schools had developed fairly early a more inclusive approach to infusing career education into the curriculum. Also, the administrators had become more involved in the project and the process of infusion. These schools were visited by the project staff on a weekly basis.

This arrangement of meeting the needs of the contact schools one way and those of the pilot schools in another way satisfied both groups. Many times teachers from the contact schools accompanied their representatives to their monthly meetings. Although their representatives were functioning well, the teachers wanted to get their information first-hand and to exchange ideas with others, as demonstrated by sampling of teacher opinion in the contact schools.

The pilot schools were pleased with their arrangement because they were getting the assistance they needed. Administrators and teachers were equally enthusiastic when visited by the evaluator. Their chief regret was the termination of the project.

Recommendations

The success of the project makes possible the following recommendations.

Recommendation #1

That financial support be obtained to continue for one more year the employment of two persons to assist the K-12 school districts in formalizing the implementation of career education instruction.

Additional funds should be sought by the project director with the assistance of the State Board of Vocational, Technical and Adult Education and the State Department of Public Instruction, or other sources of funds. During the additional year that the project is funded, specific efforts must be directed toward formalizing the implementation of career education instruction in the public schools. Furthermore, that during this year, the CESA's should determine, along with NCTI, their specific continuing obligations for the development of career education in their respective schools.

Recommendation #2

That a proposal be funded to expand career education services in the NCTI District to rural disadvantaged youth and adults who are out-of-school and 16 years of age and over.

Since no agency is legally responsible for disadvantaged adults, the project staff did not reach as many members of this group as they had anticipated. The various social and welfare agencies, public and private, did identify disadvantaged adults to receive career education when they were reminded by the project staff. The proposed project would be devoted entirely to reaching a specific number of disadvantaged adults. Not only would the adults be aided, but staff could learn about the characteristics of these adults.

The adults might be selected from a random sampling of jobless persons on file with the Wisconsin Employment Service as was proposed in the original project proposal. A specific number could be established and this number could be obtained from the unemployment files by the random sampling process. The list would include men and women and representatives of minority groups.

Many times the disadvantaged are prevented from taking advantage of career education because there are other cultural and economic problems to be resolved as the present project staff pointed out. Consequently, other agencies would have to be involved in the project.

The project proposed here should be written and administered by personnel from NCTI. It should be formulated as a cooperative endeavor involving those agencies which have to assist the NCTI project staff in resolving other cultural and economic problems. The further rationale for this cooperative endeavor is stated in recommendations 7 and 9 below.

The extension of career education to the disadvantaged could be achieved in alternative ways. One approach would be the case study method. Another could be the group approach. Still another could be a combination of the case study and the group approaches. The project should begin with a review of the pertinent literature on the disadvantaged.

Recommendation #3

That the Cooperative Educational Service Agencies accept their share of the responsibility for the continuous infusion of career education in the curriculum of the public schools.

This project was written and administered by the administrator of research and development in behalf of NCTI. Whereas NCTI had much to gain by assuming leadership and has a right to be concerned with the continuation of career education in the public schools, leadership is also the responsibility of the public schools. The CESA should now assume its share of the responsibility to provide career education leadership in curriculum development, instructional materials development and articulation.

Recommendation #4

That NCTI have a continuing responsibility for career education leadership.

NCTI must continue to have a strong interest in the further development of career education. It must continue a strong liaison with the public school administrators as well as faculty and CESA staffs for purposes of articulation. NCTI also has the duty of maintaining a strong presence or image throughout the district. Furthermore, the efforts at infusing career education into the courses and services at NCTI and the constant inservice education of new faculty members must be present in the minds of the respective administrators.

Recommendation #5

That a radio and/or television program be developed to provide weekly broadcasts to keep school personnel and citizens abreast of new developments in career education and to answer questions.

Four visits to cluster or contact school meetings have revealed that there is a real need for a source of information about developments in career education and also a source for answers to questions that may be uncommon.

There are a number of precedents, all being broadcast over the state network, such as School of the Air, the March of Medicine, and programs produced by the Sea Grant Program and the Institute for Environmental Studies. The cost in time and money may be beyond the financial ability of a local district and, therefore, probably is a statewide responsibility at least as far as programming is concerned.

Recommendation #6

That career education instructional materials resource centers be maintained.

The constant demands by the schools upon the career educational instructional materials center maintained by the project staff at the NCTI have demonstrated the need for the continuation of this service. Each school should establish and maintain a career educational instructional materials center. A few have done so and very well. CESA's should establish centers for materials which may be too expensive to purchase by each school and also may not be used often enough for each school to make the purchase. The NCTI should continue the development of its own center.

The following recommendations are offered as guides to the future development of similar proposals or aspects of similar proposals.

Recommendation #7

That administrative personnel of anticipated cooperating agencies be involved in the formulation of the proposal to the extent that active continuous cooperation of agency personnel be assured.

The welfare and social agencies, whenever requested by the project staff, cooperated willingly, but periodically the project staff had to remind them of the services available to the clientele of the agencies. Participation in the development of the proposal would provide for an understanding of the organic nature of the interrelationship of the services of the several agencies.

Recommendation #8

That school administrative personnel (supervisory personnel included) be involved in the formulation of the proposal to facilitate the use of the services of a special staff which is available for a limited time only as in the case of this project.

The project staff made more progress at infusion of career education into the curriculum in those schools where the administrators became personally involved at the outset and for whom the project had a high priority. In these schools administrative support was clearly manifested from the superintendent of schools down through the assistant superintendent of schools for instruction to the principals, counselors and teachers. Instructional materials and equipment were provided. Cooperation in the community was readily obtained. Furthermore, participation by the highest level administrator of the sponsoring school is significant in the minds of those administrators whose cooperation is sought until such time as the necessary rapport has been established.

Recommendation #9

That an evaluator(s) be employed who is immediately available when the person who is in charge analyzes the project for the deployment of staff and makes assignments.

It is important that involved personnel thoroughly understand the goals to be achieved and the processes or procedures whereby they are to be achieved. Furthermore, it is important that all personnel in the schools and the project staff be fully aware that there will be an evaluation.

Specific procedures for determining the achievement of outcomes ought to be included in the written proposals. This inclusion will provide the basis for an early understanding between project staff and the evaluators as to procedures. Furthermore, this procedure will alert the project staff and the cooperating agencies as to the demands of evaluation. In fact, the participation of these agencies in the formulation of the proposal will assure greater cooperation. Basically, the presence of an evaluation specialist(s) on a writing team will develop a more clearly defined proposal and give better assurance of anticipated outcomes.

Appendix A

North Central Technical Institute
Career Education

4-76

COUNSELING SURVEY
N=26

Directions: Your answers to the following questions will help the NCTI counseling staff to improve its services to you and other people like you. Please answer each question as honestly as you can so that your answers accurately describe your experiences with the counselor.

1. What kind(s) of help were you seeking from the counselor?

13 Career opportunities and career planning

13 Educational and training opportunities counseling

6 Help finding a job

7 Personal and social counseling

2 Financial or money counseling

1 Other (please describe ____ ____)

2. How helpful was the counselor in exploring your problem or concern?

11 Very helpful

10 Moderately helpful

5 Slightly helpful

0 Not helpful

3. Did you explore several alternatives to solving your problem or career concern during the counseling session?

13 Yes, several career alternatives were discussed

6 Discussed one solution

4 Didn't talk about solutions 3 No response

4. Did the counseling session help you learn more about yourself (that is, your interests, talents, and needs)?

7 Yes, definitely

13 Yes, somewhat

6 No

5. Do you think you will be able to make better career decisions as a result of talking with a counselor?

9 Yes

13 Maybe

4 No

6. Have you made any career decisions as a result of your counseling session?

9 Yes (please describe ________________________________

17 No ________________________________)

7. Do you think you will been additional help from the counselor?

16 Yes (if yes, answer item #8)

5 No (if no, answer item #9)

5 Unsure

8. What kind(s) of help do you think you will need in the future?

8 Career opportunities and career planning

10 Educational and training opportunities counseling

10 Help finding a job

6 Personal and social counseling

3 Financial or money counseling

1 Other (please describe ________________________________

________________________________)

9. Why do you think you won't need any more counseling?

2 My problem is solved

3 I feel more confident of abilities to solve problems by myself

0 The counseling session wasn't very helpful

0 Other (please describe ________________________________

________________________________)

Thank you? Please return in the addressed, postpaid envelope provided.

WISCONSIN VOCATIONAL STUDIES CENTER
UNIVERSITY OF WISCONSIN-MADISON

The Wisconsin Vocational Studies Center at the University of Wisconsin-Madison was reorganized with the support of the Wisconsin Board of Vocational, Technical, and Adult Education within the School of Education in 1971. The function of the center is to serve the State of Wisconsin in a unique way by bringing the resources of the University to bear on identified problems in the delivery of vocational and manpower programs—vocational education, technical education, adult education, career education, and manpower training—to citizens of all ages in all communities of the state. The center focuses upon the delivery of services including analyses of need, target groups served, institutional organization, instructional and curriculum methodology and content, labor market needs, manpower policy, and other appropriate factors. To the extent that these goals are enhanced and the foci of problems widened to encompass regional and national concerns, the center engages in studies beyond the boundaries of the state.

Merle E. Strong, director
Roger H. Lambert, associate director

for further information contact.

WISCONSIN VOCATIONAL STUDIES CENTER
321 EDUCATION BUILDING
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MADISON, WISCONSIN 53706

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APPENDIX G

Goals and Objectives

Page

Revised Goals and Objectives 1974-75 G-2

Revised Goals and Objectives 1975-76 G-9

NORTH CENTRAL TECHNICAL INSTITUTE _ Career Education Department 1974-75

GOALS	OBJECTIVES	ACTIVITIES	OUTCOMES
To assist unemployed, underemployed, and employed persons with career development.	To help individuals with career development: a) More training b) More education c) Alternatives or upgrading present work skills. d) Attitudes e) Alternate life styles f) Awareness of interests, aptitudes and goals. g) Job trends	1) Contact and establish one or two activities with WSES for the year. 2) Group counseling 3) Displays 4) Tours of NCTI 5) Use of career exploration units developed at NCTI 6) Individual counseling 7) Industry & You or Career Day 8) Panel discussion 9) Newsletter 10) C.A.S.S. - Inservice 11) Contact and establish one or two activities with Social Services 12) American Pie Forum Class 13) Refer appropriate adults to GED program 14) Field trip	1) 100 persons will enter and/o complete GED or adult basic education 2) 10% of individuals contacted will enroll in additional education, training, or othe method of self-improvement 3) We will reach 2,000 adults presently employed with materials. 4) Ten employed adults will contact us for employment up-grading information 5) All individuals desiring information on employment or employment up-grading will be assisted.

GOAL	OBJECTIVES	ACTIVITIES	OUTCOMES
To assist high school dropouts with career development.	1) To help High School dropouts with: a) Self-Awareness b) Career-Awareness c) Exploring alternatives, establishing priorities, making decisions d) Placement and career trend information. e) Employment orientation.	1) Additional course offerings will be developed and funded through the community services division. 2) Career education consultants will conduct courses. 3) Individual counseling 4) Tours & Field Trips 5) Mass Media (Newspaper & Radio 6) Resource Center-Display racks 7) "Industry & You" or career days 8) Refer appropriate adults to GED program. 9) Give Interests Tests 10) Informal group session with students and/or parents - a) Self-Awareness b) Career-Awareness c) Placement and job trend information 11) Panel discussion 12) Provide high school dropout with letters or other communication when appropriate. 13) Coordinate with Adult Basic Education Program. 14) Coordinate with work evaluation program. 15) Work with Job Service Office in reaching dropouts. 16) Coordinate with NCTI developmental program through class demonstrations and displays.	1) Contact will be made with 100% of high school dropouts as identified by project consultants. 2) All High School dropouts who get involved will be given self-improvement and career education materials. 3) Three or four new course offerings will be conducted through community services division. 4) One course per semester in career development will be offered. 5) One hundred High School dropouts will be assisted throug activities listed.

GOALS	OBJECTIVES	ACTIVITIES	OUTCOMES
To identify and work with parents and/or "undecided" High School students. See p. 25 of Project Proposal.	1) To help parents and/or "undecided" high school students with: a) Self-Awareness b) Career Awareness c) exploring alternatives, establishing priorities, making decisions. d) placement and job-trend information e) employment orientation.	1) Conduct Senior Career Interest Survey in district high schools to establish population of undecided students for use by school staff, parents and project consultants. 2) Individual counseling 3) Tours - Field Trips 4) Mass Media 5) Resource Center-Display Racks 6) "Industry & You" 7) Informal Group Sessions with students and/or parents - a) Self-Awareness b) Career Awareness c) Placement and Job Trend information 8) Panel discussion in community 9) Provide all parents of "undecided" High School seniors with letter or other communications inviting them to any of the above. 10) Career Exploration Workshop 11) Parent--Teacher Conference displays 12) Career program	1) Contact by letter, newspaper article, radio, posters, flyers, displays, and presentations to community group all parents of "undecided" high school students. 2) All parents of "undecided" seniors, who get involved, will be given occupational information for themselves and their children.

GOALS	OBJECTIVES	ACTIVITIES	OUTCOMES
To assist women with career development. (Multi-media approach will be used to contact and motivate women in need of career development)	1) To help women with: a) Sex-roles - Job discrimination b) Self-awareness (Interests and abilities) c) Career awareness d) Exploring alternatives, establishing priorities, making decisions. e) Placement and Career Trend Information f) Employment Orientation 1) Job Interview 2) Resumes 3) Filling out an application 4) Work attitudes and values 5) Other - 2) To help women through community agency groups: a) YWCA b) Social Services c) Employment Office d) Health Care Agency e) Public Schools f) Feminist Group	1) Monthly womens' meetings 2) Individual and group counseling 3) Public Library (career development services) a) Meetings b) Displays c) Handouts	1) To provide the following through group and individual meetings to all participating women: a) Information and experience to enhance self-esteem b) Information about federal and state labor laws c) Current status of women an employment trends d) Information about increase alternatives for women. e) Financial Aid information 2) 50% of all participants who have indicated a willingness to further educational preparation will be assisted int some type of educational experience. 3) An average of twenty-five women will attend each seminar. 4) At least 300 women will be reached through these activities.

GOALS	OBJECTIVES	ACTIVITIES	OUTCOMES
Public Relations for Career Education Project.	1) To publicize program 2) Coordinate program with other agencies.	1) Newsletter (Mailing list will be increased upon request) 2) Advisory Committee 3) BIE Day 4) Fifty-five Feedback 5) Industry and You 6) Newspaper articles 7) TV announcements 8) Programs to community groups. 9) Consortium 10) Seminars 11) Correspondence 12) Display case at the library 13) Displays 14) Flyers and Posters.	All activities will be complete so public will be knowledgeable about career education and support the concept in the schools and community through participation, promotion, and coordination at the local level

GOALS	OBJECTIVES	ACTIVITIES	OUTCOMES
K-12 Career Education	Help teachers become aware of and implement activities in: 1) Self-Awareness 2) Career Awareness 3) Understanding of the decision-making process.	1) Classroom demonstrations 2) Workshops and Teachers In-service 3) Provide materials 4) Classes for teachers 5) Individual meetings 6) Area Resource Guide Ex. Wausau Area Resource Guide 7) Senior Survey	1) Career Education activities in the classroom so students have better understanding of self and career awareness and decisions: a) Field trips b) Resource persons c) Curriculum infusion d) Media useage e) Assist district communitie with updating and implementing area resources gui

GOAL	OBJECTIVES	ACTIVITIES	OUTCOMES
To provide subject articulation between NCTI and district high schools	1) To assist teachers at NCTI to become aware of course offerings in their subject area in district high schools.	1) Coordinate one meeting with NCTI and district high school instructors in Trade and Industry	NCTI, Trade and Industry and business instructors will attend a meeting with their counterparts at district high schools to exchange information about their respective programs.
	2) To assist teachers at district high schools to become aware of course offerings in their subject area at NCTI.	2) Coordinate one meeting with NCTI and district high school instructors in business.	

NORTH CENTRAL TECHNICAL INSTITUTE - Career Education Department 1975-76

GOALS	OBJECTIVES	ACTIVITIES	OUTCOMES
To assist rural, disadvantaged adults with career development (unemployed, underemployed, high school dropouts, Parents, women.	To help individuals with career development through: a) More training b) More education c) Alternatives or up-grading present work skills d) Job Attitudes e) Knowledge of Alternate life styles f) Awareness of interests, aptitiudes, and goals. g) Knowledge of Job trends	1) Contact area social service agencies (Janal House, State Probation and Parole Office, Wis. Division Vocational-Rehabilitation, Catholic Social Service, Lutheran Social Service, Family Counseling Services, Child Care Facilities, Wisconsin Job Services, Marathon County Health Care Center, The Salvation Army, Veterans Administration Social Service, North Central Community Action Program) and offer services: a) Staff In-service b) Newsletter to professional staff c) Individual counseling of clients d) Small group meetings of clients focused on: 1) Job Seeking Skills 2) Assertiveness training 3) Career decision-making 4) Tours of NCTI or industry 5) Materials dissemination 6) Use of career exploration units e) Clients will be contacted within two weeks as of follow-up activity. f) Career exploration workshop for clients g) Give Interest Test to clients.	1) To motivate 50 clients from social service agencies to seek services of career education consultants.

ACTIVITIES	OUTCOMES
2) Adult basic education counseling. a) Each student will have at least one individual counseling session. b) Each student will be involved in a series of group meetings c) Career Exploration - Field trips and tours.	2) To accomplish 50% retention of ABE students in Wausau and Merrill. To provide 100% of enrollees with career counseling as needed.
3) Work with NCTI work evaluation assessment center van providing career exploration activities and individual counseling.	3) At least 50 clients of the NCTI work evaluation assessment center will explore careers with career education staff.
4) Coordinate career education with NCTI developmental program using displays, mini-courses, individual counseling.	4) Twenty-five persent of students contacted through displays or mini-course in developmental program will seek individual counseling.
5) Work with YWE Youth a) Follow-up evaluation survey with 1975 workshop participants. b) YWE Workshop in June, 1976 for youth 15 and over who had not participated in 1975. c) Intense career exploration with CESA referral.	5) Fifty youths of the 1975 YWE workshop will be contacted for a follow-up evaluation activity. Approximately 125 students will participate in the hands-on career exploration workshop. Twenty-five workshop participants will be given intensive career exploration upon referral.
6) NCTI faculty will be involved in career education through the following activities: a) YWE Workshop b) Tours c) Adult career education workshop d) Requests for resource persons in schools e) Assist departments with high school articulation	6) Fifty faculty members from NCTI will participate in career education project activities.
7) Large Group Meetings a) Church groups b) Women seminars c) Others upon request	7) To provide each participant with information on the career education program, as well as, general career information.

North Central Technical Institute
Career Education Department

GOALS	OBJECTIVES	ACTIVITIES	OUTCOMES
Career Education in grades 3, 6, 9, and 12 in treatment schools..	Help teachers become aware of the four phases of career education. (1) Self-Awareness (2) Career Awareness (3) Career Exploration (4) Understanding of the decision-making process.	1) Classroom demonstrations upon request 2) Workshops and Teacher In-service 3) Classes for faculty 4) Individual meetings 5) Senior Survey 6) Coordination of field trips by consultants. 7) Coordination of visits by resource persons by consultants. 8) Bi-monthly meetings with teachers to plan career education in lesson plans. 9) Coordination of joint meetings of teachers involved to exchange ideas. (2 to 4 meetings) 10) Bringing and recommending materials to teachers from career education resource center. 11) Assist teachers in curriculum writing. 12) Consultants present some type of programmed guidance program to students. 13) Consultants suggest exercises for specific activities 14) Career Exploration Workshops (Mini-Workshops) bus in students for half-day hands-on activities with NCTI faculty. 15) Career Exploration Workshops for teachers (Give teachers actual hands-on experiences). 16) Articulation activities (17) Parent-Teacher conference display and counseling (18) Career nights for parents and students.	Students will show improvement from last year in Self-Awareness and Career Awareness as shown on the Assessment of Career Development, Career Education Cognitive Questionnaire, Form A, and Self - Observation Scales Form A, scores.

North Central Technical Institute - Career Education Department

GOALS	OBJECTIVES	ACTIVITIES	OUTCOMES
Public Relations for Career Education Project.	1) To publicize program 2) To coordinate program with other agencies.	1) Newsletter (mailing list will be increased upon request. 2) Advisory Committee 3) BIE Day 4) Industry and You 5) Newspaper articles 6) TV announcements 7) Programs to community groups 8) Consortium 9) Seminars 10) Correspondence 11) Display case at the library 12) Displays 13) Flyers and Posters	All activities will be completed so public will be knowledgeable about career education and support the concept in the schools and community through participation, promotion, and coordination at the local level.

North Central Technical Institute
Career Education Department

GOALS	OBJECTIVES	ACTIVITIES	OUTCOMES
K-12 Career Education in all schools	Help teachers become aware of the four phases of career education. (1) Self-Awareness (2) Career Awareness (3) Career Exploration (4) Understanding of the decision-making process.	1) Plan and establish career committees through visits to school administrators. 2) Conduct a monthly meeting in each cluster of school districts with each school represented by at least one career education representative. Subjects which may be covered are: a) Planning years activites b) Field trips c) Resource Persons d) Curriculum infusion e) Media Usage f) Career Exploration g) Teacher exchange of ideas h) Planning in-service activities for entire faculties i) Materials display and information on ordering j) Meeting with outside consultant as resource person k) Articulation activities 3) Administrators Workshop 4) Regional Workshop 5) Senior Surveys 6) Parent-Teacher conference displays 7) Career nights for parents and students.	As a result of area meetings at least two teachers in each district will implement career education into the classroom through an activity which they have not used before. a) field trips b) resource persons c) Curruculum infusion d) Media usage e) Career exploration field trip to NCTI f) Other ways

APPENDIX H

Fourth Quarter 1976
Activities

Page

In-service Activities

Contact Meetings H-2
Adult Basic Education Workshop H-7
Advisory Members and Contact Persons Meeting H-8
Statewide Leadership Conference H-9
Workshop at Tomahawk High School H-11
Field Trips and Tours H-12

Adult Activities

Career Education Workshop Summary Report H-16
Assertiveness Training Session H-20
Individual Counseling Table H-27

SESSION REPORT

Medford High School (Location)

7 (Session #)

April 7, 1976 (Date)

Contact Meeting (Type of Group)

5 (Attendance)

Objectives and Procedure:

Instructor's Material/Equipment:

Discussion of:

Senior survey results.
Date for May luncheon meeting.
Use of materials for rest of year and next year.

Printed Materials Handed Out:

Senior Surveys

Summary of Session:

A discussion of the senior survey results was undertaken with the scope of the entire district in mind. The best date for the May luncheon meeting has been decided upon as May 13, 1976.

The use of career education materials in the various schools will taper off and all materials shall be in the career education library at NCTI by the 1st week of June. The materials will be available to all schools who request them for next year.

John Busch
(Consultant)

SESSION REPORT

North Central Technical Inst. (Location)
(Session #)
April 7, 1976 (Date)

Contact Meeting (Type of Group)
4 (Attendance)

Objectives and Procedure:

Instructor's Material/Equipment:

Discussion of:

Senior Survey results
Date for May luncheon meeting.
Use of materials for rest of year and next year.

Printed Materials Handed Out:

Senior Surveys

Summary of Session:

A discussion of the senior survey results was undertaken with the scope of the entire district in mind. The best date for the May luncheon meeting has been decided upon as May 13, 1976.

The use of career education materials in the various schools will taper off and all materials shall be in the career education library at NCTI by the 1st week of June. The materials will be available to all schools who request them for the next year.

Kathy Morris
(Consultant)

SESSION REPORT

Phillips High School	7	April 8, 1976
(Location)	(Session #)	(Date)

Contact Meeting	5
(Type of Group)	(Attendance)

Objectives and Procedure: **Instructor's Material/Equipment:**

Discussion of:

Senior survey results.
Date for May luncheon meeting.
Use of materials for rest of year and next year.

Printed Materials Handed Out:

Senior Surveys

Summary of Session:

A discussion of the senior survey results was undertaken with the scope of the entire district in mind. The best date for the May luncheon meeting has been decided upon as May 13, 1976.

The use of career educational materials in the various schools will taper off and all materials shall be in the career education library at NCTI by the 1st week of June. The materials will be available to all schools who request them for the next year.

John Brasch
(Consultant)

SESSION REPORT

Wittenberg High School	7	April 22, 1976
(Location)	(Session #)	(Date)

Contact Meeting	7
(Type of Group)	(Attendence)

Objectives and Procedure:

Instructor's Material/Equipment:

Discussion of:

Senior survey results
Date for May luncheon meeting.
Use of materials for rest of year and next year.

Printed Materials Handed Out:

Senior Surveys

Summary of Session:

A discussion of the senior survey results was undertaken with the scope of the entire district in mind. The best date for the May luncheon meeting has been decided upon as May 13, 1976.

The use of career education materials in the various schools will taper off and all materials shall be in the career education library at NCTI by the 1st week of June. The materials will be available to all schools who request them for the next year.

Kathy Morris
(Consultant)

North Central Technical Institute

MEMORANDUM

To: Adult Basic Education Teachers and ESL Teachers

From: Lois Gilliland

Subject: A.B.E. In-service

Date: May 13, 1976

Please reserve June 9, 10, and 11 to attend an adult basic education in-service meeting at North Central Technical Institute. Teaching techniques, materials, and career planning will be included. Agendas will be sent to you as soon as plans are formalized.

Salaries will be paid at the same rate they were at the last in-service meeting. I feel that these meetings are most important to our program. If for some reason you cannot attend, please let me know.

North Central Technical Institute

AGENDA

Adult Basic Education Inservice

June 24, 25, & 28

THURSDAY, JUNE 24 (Dr. Ken Dulin)

9:00 - 12:00	Teaching mature word-attack skills and broadening and deepening students' vocabularies.
1:00 - 4:00	Teaching general comprehension and making students more accurate readers.

FRIDAY, JUNE 25 (Dr. Ken Dulin)

9:00 - 12:00	Testing and diagnosis of reading ability - disability and procedures for intake evaluation of skills.
1:00 - 4:00	Selection of teaching materials in terms of their reading characteristics. Integrating all the basic skills (Math, writing, and coping skills) with the teaching of reading.

MONDAY, JUNE 28

9:00 - 12:00 (Debbie Hellerud)	Occupational Knowledge - Review of occupational knowledge objectives, and materials. Integrating occupational knowledge into the GOAL curriculum. APL Consumer Economics Video tape - Mississippi Educational T.V.
1:00 - 4:00 (Peggie Mallery)	Assertiveness training and stress factors for the adult basic education student.

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AGENDA

North Central Technical Institute

Career Education Meeting

May 13, 1976 - Hoffman House

Progress with evaluation in the public schools

Effectiveness of the contact meetings

Career education plans for next year

Exchange of ideas - SWAP Shop

STATEWIDE LEADERSHIP CONFERENCE
for
CAREER EDUCATION

La Follette High School
Madison, Wisconsin
June 8, 1976

Sponsored by: The Wisconsin Consortium for Improving Career Education

Conference Theme: STRENGTHENING LINKS BETWEEN SCHOOLS AND COMMUNITIES THROUGH CAREER EDUCATION

Agenda

9:30 am - 10:00 am Registration, coffee, browsing through consortium products, and socializing

10:00 am - 10:50 am FIRST GENERAL SESSION (Auditorium)

Presiding - Robert Brennan, Director
Greater Madison Area Chamber of Commerce

Welcome - Douglas Ritchie, Superintendent
Madison Public Schools

Announcements - Robert S. Meyer, Career Education Consultant, Wis. Dept. of Public Instruction

Keynote Address: CURRENT STATUS AND TRENDS IN CAREER EDUCATION

- Dr. Bruce Shertzer, Chairman
National Advisory Council for C.E.

11:00 am - 11:40 am Follow-up Small Group Discussions (Assignments on page 7 and 8)

Topic: EXPANDING SCHOOL-COMMUNITY CAREER EDUCATION ACTIVITIES

11:40 am - 1:00 pm Lunch and browsing through consortium products on display.

1:00 pm - 1:50 pm SECOND GENERAL SESSION (Auditorium)

Presiding - L. N. Mathieu, President
Sheboygan Area Chamber of Commerce

Panel Discussion: INTERLOCKING LEADERSHIP ROLES FOR CAREER EDUCATION

Moderator - Robert S. Meyer, Career Education Cons.
Wis. Department of Public Instruction

Panel - Marvin Brickson, President
Madison Federation of Labor

Kenneth Cook, President
Ken Cook Transnational

Jerome Henning, Counselor
Fond du Lac High School
(on loan to WDPI 1975-76)

David Kampshroer, Director of Instruction
Germantown Public Schools

Hazel Koskenlinna, President
Wis. Fed. of Bus. and Professional Women

Allan May, Admin. Asst and LVEC
Menomonie Public Schools

2:00 pm - 2:40 pm Follow-up Small Group Discussion (Assignments on page 7 and 8)

Topic: LEADERSHIP TEAMS FOR IMPROVING CAREER EDUCATION

2:50 pm - 3:05 pm FINAL GENERAL SESSION (Auditorium)

Presiding - Russell Mosely, Deputy
Curric. Development & Implementation
Wis. Dept. of Public Instruction

Closing Charge to Participants
- Dr. Bruce Shertzer, Chairman
National Advisory Council for C.E.

3:05 pm - 3:30 pm Browsing and informal discussion of consortium materials.

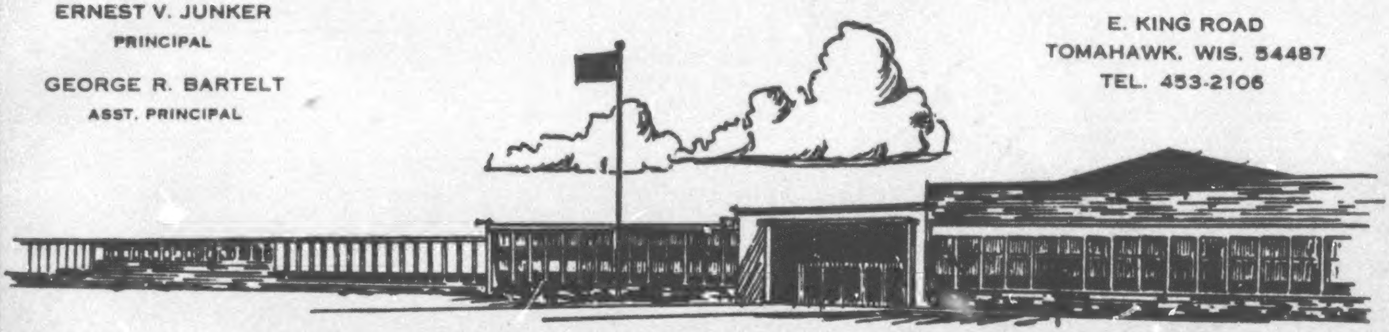
SMALL GROUP ASSIGNMENTS (continued)

K	Lois Gilliland, Assoc. Dir., NCTI Career Ed. Project, and George Glaser, Personnel Director, Marathon Electric, Wausau	B23

TOMAHAWK HIGH SCHOOL

ERNEST V. JUNKER
PRINCIPAL
GEORGE R. BARTELT
ASST. PRINCIPAL

E. KING ROAD
TOMAHAWK, WIS. 54487
TEL. 453-2106



June 24, 1976

Mrs. Lois Gilliland
North Central Technical Inst.
Wausau, Wisconsin 54401

Dear Mrs. Gilliland,

I would like to thank you for helping us during our "Career Development Seminar." We especially appreciated the materials and suggestions you gave us in regard to implementation and evaluation.

The seminar is going very well, and we expect to successfully complete the seminar portion of our project on Friday.

Thanks again for your cooperation and for sharing your experiences involved with career education.

Sincerely,

Garth E Wilcox

Garth E. Wilcox
LVEC

GEW:jr

SESSION REPORT

Wausau (Location)

1 (Session #)

April 30, 1976 (Date)

Unity - 3rd & 6th Graders (Type of Group)

37 (Attendance)

Objectives and Procedure:

Field trip to Wausau:
- Police Station
- Airport
- Planetarium

Instructor's Material/Equipment:

Printed Materials Handed Out:

Summary of Session:

Thirty-seven, 3rd and 6th grade students from Unity grade school took a field trip to Wausau by bus, with 2 instructors; Mr. Plath and Mrs. Clause.

They visited the Wausau City Police Station, the Planetarium at West High School and the airport. While at the airport, they were given a ride in a plane and at West High School, they were given a show in the planetarium.

John Brasch
(Consultant)

SESSION REPORT

Stevens Point
(Location)

2
(Session #)

May 4, 1976
(Date)

Lower Elementary Colby - 3rd Graders
(Type of Group)

41
(Attendance)

Objectives and Procedure:

Instructor's Material/Equipment:

Field Trip to Stevens Point: University of Wisconsin - Stevens Point

Printed Materials Handed Out:

Summary of Session:

Forty-one, 3rd graders from Colby lower elementary school took a field trip to Stevens Point by bus. Two instructors accompanied them; Mrs. Panko and Mrs. Anderson. While in Stevens Point, the children visited the University of Wisc. - Stevens Point campus and particularly the solarium where they were given a show.

John Brasch
(Consultant)

SESSION REPORT

NCTI (Location)
1 (Session #)
May 5, 1976 (Date)

Jr. High Students (John Muir) (Type of Group)
80 (Attendence)

Objectives and Procedure:

Tour of NCTI facilities
Movie

Instructor's Material/Equipment:

Printed Materials Handed Out:

Any brochures requested about various programs at NCTI.
Gotten from Student Services Office.

Summary of Session:

Approximately eighty Jr. high school students from the John Muir Jr. High School in Wausau attended a career education program at NCTI in May. A film was shown to the students about areas of vocational education and then they were taken on a tour of the NCTI facility. A follow-up will be done by their instructors with classroom activities.

Ruth Hase
(Consultant)

SESSION REPORT

NCTI	1	May 12, 1976
(Location)	(Session #)	(Date)

Jr. High Students	80
(Type of Group)	(Attendance)

Objectives and Procedure:

Tour of NCTI facilities
Movie

Instructor's Material/Equipment:

Printed Materials Handed Out:

Any brochures requested about various programs at NCTI.
Gotten from Student Services Office.

Summary of Session:

Approximately eighty Jr. high school students from the Horace Mann High School in Wausau attended a career education program at NCTI im May. A film was shown to the students about areas of vocational education and then they were taken on a tour of the NCTI facility. A follow-up will be done by their instructors with classroom activities.

Ruth Hese
(Consultant)

CAREER EXPLORATION WORKSHOP

SUMMARY REPORT

by Peggie Mallery

The third Career Exploration Workshop was held June 14-16 for Youth Work Experience (Y.W.E.) students at North Central Technical Institute. The procedures followed were similar to those used in the 1975 summer workshop: students attended for a three day period, five hours each day, and explored many different career areas. A total of eighty (80) Y.W.E. students participated this year and these students came from the Wausau area, Athens, Edgar, Marathon, Wittenberg, Stevens Point, Marshfield, Auburndale, Hatley, Rosholt, Amherst, and Stratford. These students were paid for their time spent at the workshop as work experience.

North Central Technical Institute faculty taught the career exploration units, which were 1 hour, 15 minutes in length.

Pre-registration was conducted for approximately one-third of the attending students. The remaining two-thirds of the students received schedules prepared with a random selection of the career units. Some students were not happy with all of their scheduled career units but still felt the workshop was a worthwhile experience. This procedure of distributing randomly prepared schedules to unregistered students made the welcome and orientation program much more organized.

Mr. Hoyt, Director, North Central Technical Institute, gave the welcome speech. The orientation program consisted of one-half hour of American Pie Forum, a TV program co-sponsored by Job Service Office, followed by a filmstrip on North Central Technical Institute programs. Ron Precourt gave a talk on leadership abilities. Faculty was introduced and then conducted tours of the building with their first group of students.

A closing luncheon and program were held on Wednesday, June 16. After a lunch of bar-b-q's, Mr. George Glaser, Personnel Manager, Wausau Division of Marathon Electric, gave a short talk on the job interview and qualities he looks for in prospective employers. Participation Awards were distributed to each student and the workshop was dismissed.

Students evaluated the workshop very generally in terms of it being a good or bad experience and made comments. All the students said the workshop was a good experience and their written comments (some very lengthy) expounded on this good feeling.

The possibility of continuing the Y.W.E. career exploration workshop in 1977 is being considered by the CETA Planning Board in Wausau.

Career Exploration Workshop

June 14-16

NORTH CENTRAL TECHNICAL INSTITUTE

Dear Students and Parents:

The third Career Exploration Workshop is being held for students participating in the Youth Experience program this summer. The purpose of the workshop is to provide you, the student, with prevocational experiences in different occupational areas.

> "We don't consider it nearly so important what people choose as we do that they choose from the widest possible range of opportunities."
>
> Kenneth B. Hoyt

You'll get some information on many careers including qualifications and education necessary and, in many areas, an opportunity to try out some tasks in different career areas (do some "hands-on" activities). All this will help you in planning your own career.

The workshop is sponsored by the Career Education Project at North Central Technical Institute in cooperation with CESA #7 Youth Work Experience Program. The workshop will begin on Monday, June 14 and students should report to the main lobby, North Central Technical Institute, Wausau, 8:00 - 8:30 a.m. to pick up registration packets. The workshop will run on Monday, Tuesday, and Wednesday from 9:00 a.m. to 2:00 p.m.

We recommend that students bring their own lunches as facilities at NCTI are limited. We're looking forward to seeing you at the workshop!

From: The Career Education Project Staff
Russell Paulsen, Ph. D., Administrator
Research and Development
Lois Gilliland, Associate Project Director
Ruth Hase
Peggie Mallery — Consultants
Kathy Morris
John Brasch

For further information, contact:

Career Education Office
North Central Technical Institute
1000 Schofield Avenue
Wausau, WI 54401
Phone (715) 675-3331, Ext. #210

or

Bob Young
CESA #7
Route #5, Box 280-B
Stevens Point, WI 54481
Phone (715) 346-3151

CAREER EXPLORATION WORKSHOP

June 14-16

North Central Technical Institute

Choose six (6) career areas from the list below that you want to participate in during the Career Exploration Workshop (✓).

_____ Health Occupations

_____ Graphic Arts

_____ Manufacturing Occupations
(Machine Tool & Welding)

_____ Electronics Occupations

_____ Drafting & Residential Design

_____ Apprenticeable Occupations
Construction, Service, Printing, and Industrial

_____ Office Occupations
(Secretarial & Clerical)

_____ Office Occupations
(Accounting)

_____ Office Occupations
(Data Processing)

_____ Developmental Program and high school courses related to vocational careers

_____ Ag-Auto Occupations

_____ Marketing and Distribution

_____ Home Economics

_____ Police Science

_____ Auto Mechanics

NAME ____

ADDRESS ____

AGE ________________________

Return to Bob Young or Peggie Mallery.

SESSION REPORT

Private home (Location)

Talk on Assertiveness Training (Session #)

April 26, 1976 (Date)

Universalist Church Women's Circle (Type of Group)

15 (Attendence)

Objectives and Procedure:

To introduce group to ideas and procedures in assertion training and communication.

Instructor's Material/Equipment:

Printed Materials Handed Out:

Definitions, grid

Summary of Session:

A very interested group - kept me for three hours in general discussion and examples.

Peg Malley
(Consultant)

SESSION REPORT

Y.W.C.A.
(Location)

Assertiveness Talk
(Session #)

May 4, 1976
(Date)

Solo Parent's Club
(Type of Group)

40
(Attendence)

Objectives and Procedure:

To introduce group to ideas and procedures in assertion training and communication.

Instructor's Material/Equipment:

Printed Materials Handed Out:

Handouts on difinitions, grid, etc.

Summary of Session:

Introductory lecture - examples and questions from group.

Peg Mallery
(Consultant)

SESSION REPORT

Wausau Community Social Services — I — April 6, 1976
(Location) (Session #) (Date)

Women ages 28 and over — 22
(Type of Group) (Attendance)

Objectives and Procedure:

Introduce and explain assertive behavior

Instructor's Material/Equipment:

Printed Materials Handed Out:

Same

Summary of Session:

Introduction activities/exercise

Rathus Assertiveness Scale pre-test.

Peg Mallery
(Consultant)

SESSION REPORT

Community Social Services (Location)
Assertiveness Training #2 (Session #)
April 20, 1976 (Date)

Women ages 18 and up (Type of Group)
22 (Attendance)

Objectives and Procedure:

Group exercises to practice and understand assertive behavior.

Instructor's Material/Equipment:

Printed Materials Handed Out:

Summary of Session:

Women shared assertive problems and learn better ways to handle situations.

Peg Mallery
(Consultant)

SESSION REPORT

Community Social Services (Location)

Assertiveness Training #3 (Session #)

April 27, 1976 (Date)

Women ages 18 and up (Type of Group)

22 (Attendance)

Objectives and Procedure:

Group exercises to practice and understand assertive behavior.

Instructor's Material/Equipment:

Printed Materials Handed Out:

Summary of Session:

Women shared assertive problems and learn better ways to handle situations.

Peg Mallery
(Consultant)

SESSION REPORT

First Presbyterian Church (Location)

I (Session #)

March 30, 1976 (Date)

AFDC - Tuesday Morning Mother's Club (Type of Group)

15 (Attendence)

Objectives and Procedure:

Instructor's Material/Equipment:

To introduce woman to assertiveness behavior and training so that they have an understanding of it, and to practice the behavior in some example situations. Also general discussion.

Printed Materials Handed Out:

Assertive definitions

Belief - Human Rights

Situations Grid

Reaction form

Summary of Session:

Introduction of subject - lecture and examples. General discussion held - questions, etc. Women brought up their own problem situations - Difficult for these women to think in broader terms - they needed specific examples related to topic and discussion. Ran out of time to do the planned activity.

Peg Mallery
(Consultant)

SESSION REPORT

Merrill
(Location)

Assertiveness Training
(Session #)1 day workshop)

April 3, 1976
(Date)

Women, ages 20 and up
(Type of Group)

32
(Attendance)

Objectives and Procedure:

Instructor's Material/Equipment:

Introduce and explain assertive behavior group and individual activities (exercises) for self-awareness and practice. Women shared assertive problems and learn better ways to handle situations.

Printed Materials Handed Out:

Definitions, grid, assertive situations, inventories.

Summary of Session:

The one-day workshop seems to work better that a series of three meetings when time of 6/hrs. is set. Individuals seem to get more involved and the continuity is there.

Peg Mallory
(Consultant)

TABLE I

FOURTH QUARTER 1976

INDIVIDUAL COUNSELING FROM OUTSIDE REFERRALS AND ADULT BASIC EDUCATION STUDENTS

Student	Age	Type of Counseling	Outcome
Female	19	Developmental	G.E.D. - post-secondary school explored
Male	20	Developmental	Plans to enter NCTI in fall
Female	41	Developmental	A.B.E. program job exploration
Female	21	Developmental	Exploration of NCTI programs
Male	23	Developmental	G.E.D. counseling
Female	18	Developmental	Military service for women explored
Female	21	Developmental	Enter secretarial science NCTI in fall
Female	45	Developmental	Explore university programs
Male	22	Developmental	G.E.D. counseling
Male	24	Developmental	Explore NCTI programs
Male	25	Developmental	Explore financial aid-post-secondary education
Female	32	Developmental	Explore NCTI programs
Female	22	Developmental	Found job-Health Care Center
Female	19	Developmental	Explored child care center jobs
Male	22	Developmental	Enroll Agri program NCTI
Female	36	Developmental	Refer A.B.E.
Male	21	Developmental	G.E.D. counseling
Female	20	Developmental	Explore post-secondary educational programs

TABLE I CONTINUED

Student	Age	Type of Counseling	Outcome
Male	24	Developmental	Enter U-Wis. program
Female	20	Developmental	Explore non-traditional career
Female	18	Developmental	Support services
Female	21	Developmental	NCTI clerk-typist program
Female	22	Developmental	Explore post-secondary schooling financial aid
Male	26	Developmental	Exploration of employment possibilities
Female	22	Developmental	Post G.E.D.
Female	35	Follow-up	Full-time NCTI student Data Processing
Female	35+	Intake and Developmental	Exploration of career alternatives

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